EFFECT OF GENRE-BASED APPROACH TEACHING IN ENGLISH ACHIEVEMENT OF THE PHASE-D INDONESIAN CEFR MEDIATED BY TEACHING STYLES

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DECLARATION

I, Imroatus Solikhah, the author of this dissertation, hereby declare that the thesis entitled: **"*Effect of Genre-Based Approach Teaching in English Achievement of the Phase-D Indonesian CEFR Mediated by Teaching Styles*."**, submitted in fulfilment of the requirements for the award of **Doctor of Philosophy in English Language Teaching** at Faculty of Arts and Humanities, Selinus University, Sicily, Ragusa, Italy is truly my own original work and has not been submitted for a degree at any other university. The dissertation has not formed the basis for the award of any degree, associateship, fellowship nor any other titles. I understand that I myself could be held responsible and accountable for plagiarism, if any is detected later.

Sicily, Ragusa, Italy, September 2025

Imroatus Solikhah, Ph.D.

ABSTRACT

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The purpose of this study was to examine the impact of GBA, which stands for the four-stage teaching cycle (BKOF, modelling, joint construction, and independent construction), curriculum design, and teacher competence in relation to the English language instruction and student achievement in Junior School (SMP) as it pertains to the Indonesian version of the Common European Framework of Reference (CEFR) in Phase D.

The research employs survey design as its primary data collection strategy and quantitative approach (Arikunto, 2018; Creswell, 2014). The variables of this study consist of the following: (i) independent variables to represent the GBA teaching cycle: BKOF, modelling, joint construction, and independent construction; curriculum design; and teacher competence; (ii) mediated variable: teaching strategy; and (iii) dependent variable: English achievement. The sum of all This method effectively captures patterns and correlations between variables while maintaining methodological rigor by administering structured questionnaires to selected samples. A solid foundation for drawing meaningful conclusions about the investigated relationships is established by the combination of quantitative analysis and survey techniques, which guarantees reliable results that can be statistically validated. The study's objective of generating generalizable findings that are grounded in empirical evidence is bolstered by this methodological framework.

In Surakarta, Indonesia, a total of 345 English teachers (5%) selected from 148 government SMP teachers, and 197 private SMP teachers were recruited from a population of 2,534. The population was divided into two groups: 1,085 teachers at government SMP and 1,449 teachers at private SMP. The primary research instrument was a five-point Likert Scale questionnaire distributed through Google Form. The Google Form questionnaire comprises 21 items and five dimensions: curriculum design (5 items), teacher competence (4 items), teaching style (4 items), English achievement (4 items), and GBA (4 items). PLS-SEM is employed to evaluate the direct and indirect hypotheses, as well as the significance of path coefficients and sampling distributions.

This research reveals the following findings:

Research Question 1: How does GBA teaching approach affect teaching style in four steps: background, modelling, joint construction and independent construction?

Among the four stages of the GBA teaching cycle—background, modelling, joint construction, and independent construction—the first three yield respectively extremely significant, very significant, and significant outcomes, while the independent construction stage does not significantly enhance students' English achievement. Possible responses indicate that the teacher has significantly prepared for the initial three stages, but not for the final stage. Additional evidence suggests that the independent construction is highly complex and was completed during the final teaching session, resulting in an inadequately developed stage. The four-stage GBA teaching cycle should provide equal training for the educator.

Research question 2: How do GBA, Curriculum Design, and Teacher Competence influence Teaching Styles and English achievement in Phase-D CEFR?

The results of this study suggest that the independent variables, which represent GBA, curriculum design, and teacher competence, have a direct impact on the dependent variables, which represent English achievement and teaching styles. The data indicates that English achievement is significantly enhanced by GBA, curriculum design, and teacher competence. Nevertheless, the impact of these three variables on English styles is inconsistent: curriculum design does not influence teaching style, whereas GBA and teacher competence have a substantial impact on the improvement of teaching style.

Research Question 3: How do Teaching Styles mediate the influence of GBA, Curriculum Design, and Teacher Competence on English achievement?

The third set of results shows that there are indirect effects that lead to higher English proficiency through (i) a combination of GBA and teaching style, (ii) a combination of curriculum design and teaching style, and (iii) a combination of teacher competence and teaching styles. It is clear from the data that GBA, curriculum design, teacher competence, and teaching styles all have a substantial impact on student performance in English.

These results imply that an integrated teaching orientation is highly necessary to implement the four-round GBA teaching cycle in order to practice in a balanced portion. Teachers' competence and pedagogy will also be enhanced by integrating skills and regularly practicing the GBA teaching cycle. This study also identifies a new enhancement to the four-stage GBA teaching cycle: independent construction should be subordinated to equal training in practice.

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Sicily, Ragusa, Italy, September 2025
The researcher,

KRAy. Imroatus Solikhah, Ph.D.

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CHAPTER I
INTRODUCTION

1.1. Background of the Study

The implementation of the Common European Framework of Reference for Languages (CEFR) in English language teaching in Indonesia has gained momentum in recent years, significantly influencing the educational landscape. The CEFR serves as a vital framework for establishing curriculum guidelines, language assessment, and pedagogy in the country, facilitating a structured approach to English language proficiency (Miqawati et al., 2023; Safitry et al., 2023). However, research illustrates that while there is considerable enthusiasm among educators and policymakers about the potential of CEFR, its application remains in the early stages, facing challenges such as a lack of teacher training and insufficient empirical research to support its integration (Robbani et al., 2023; Marzaini & Yusoff, 2022). For instance, studies indicate that the proficiency levels of many Indonesian teachers and students are low, necessitating tailored professional development to align with CEFR standards (Kaloeti, 2024; Robbani et al., 2023).

Despite these obstacles, scholars emphasize that successful implementation requires a thorough understanding of the framework's "Can-Do" descriptors to adapt teaching practices effectively (Safitry et al., 2023). There is a growing consensus that the CEFR not only provides a guideline for language proficiency but also supports the development of 21st-century skills essential for learners in a globalized world (Miqawati et al., 2023; Iskandar et al., 2021). As the process continues to evolve, the integration of CEFR in Indonesia's English language teaching context holds promise for fostering improved educational outcomes, provided that challenges such as teacher readiness and resource availability are addressed systematically.

The intermediate proficiency level (B1) within the CEFR framework is recognized as a pivotal phase in English language education in Indonesia, serving

as a critical transition towards functional language use. At this stage, learners develop the ability to understand and produce language related to familiar topics in personal, academic, and professional contexts, which is essential for real-world communication (Neal et al., 2023). Research highlights that achieving B1 proficiency enhances learners' capacity to apply language skills in practical situations, thereby strengthening critical thinking and clarity of expression (Subekti et al., 2023). Moreover, teacher proficiency at this level plays a crucial role in student success, as educators with strong language skills serve as effective role models, reinforcing accurate and fluent language use (Nugroho et al., 2022; Rachmawati & Purwati, 2021).

Beyond linguistic competence, the B1 level also fosters learners' confidence and willingness to engage in meaningful conversations, marking a significant step in their communicative development (Marsella et al., 2023). Establishing a solid foundation at this stage is vital, as it enables Indonesian learners to progress toward advanced proficiency while equipping them with the skills needed for global employability and cross-cultural interactions (Lie et al., 2022). Consequently, targeted instructional strategies and teacher training programs are essential to ensure that learners not only reach but also sustain this critical threshold, preparing them for future academic and professional challenges.

Despite the adoption of the CEFR in Indonesia, learners at the intermediate proficiency level (Phase-D, B1) continue to face challenges in achieving the expected outcomes in productive skills, particularly speaking and writing. This inconsistency in proficiency across different schools is often attributed to varied teaching approaches and the lack of standardization in instructional practices (Miqawati et al., 2023). Research indicates that while the CEFR provides a structured pathway for language learning, its implementation has been uneven due to differences in institutional resources, teacher training, and curricular focus. Many classrooms still prioritize receptive skills like reading and listening, leaving speaking and writing underdeveloped (Yu, 2022).

Additionally, the transition from basic to intermediate proficiency requires more interactive and communicative teaching strategies, yet educators often rely on traditional methods that do not sufficiently engage students in meaningful language production (Larasaty et al., 2024).

The effectiveness of CEFR-aligned instruction is further influenced by teachers' confidence and methodological preparedness, with many educators reporting difficulties in adapting their practices to the framework's communicative demands (Larasaty et al., 2024). Beyond instructional barriers, learners' motivation and self-confidence significantly impact their willingness to participate in speaking and writing tasks, suggesting a need for pedagogical approaches that build both linguistic competence and psychological readiness (Miqawati et al., 2023). Addressing these challenges requires systemic improvements, including standardized teacher training, curriculum adjustments to balance all four language skills, and classroom environments that encourage active participation. Without such measures, Phase-D learners may struggle to progress beyond intermediate proficiency, limiting their ability to use English effectively in academic, professional, and social contexts.

The Genre-Based Approach (GBA) has emerged as a structured, context-driven pedagogical method that enhances language skills by focusing on the social functions of different text genres. Rooted in Systemic Functional Linguistics, this approach operates on the principle that language learning is inseparable from the social contexts in which communication occurs, enabling learners to produce and comprehend texts that serve authentic communicative purposes (Gunawan, 2022). Research demonstrates that GBA significantly improves students' writing and reading competencies by engaging them with real-world texts, guiding them to analyze genre-specific structures, linguistic features, and social purposes (Said & Munawir, 2022; Gintings, 2020). For example, studies in Indonesian classrooms have shown measurable gains in students' writing proficiency when GBA is implemented systematically, particularly in mastering academic and professional genres (Gintings, 2020). The

approach's structured cycle -involving explicit genre modelling, collaborative text construction, and independent writing- not only builds linguistic knowledge but also cultivates critical thinking skills essential for effective communication (Said & Munawir, 2022).

Beyond skill development, GBA has been found to increase learner motivation and engagement by making language learning purposeful and relevant to real-life applications (Rezi & Bedra, 2024). By focusing on how language varies across different social contexts and communicative goals, GBA helps students understand the pragmatic dimensions of language use, preparing them for academic, professional, and social interactions. The approach's emphasis on text deconstruction and reconstruction allows learners to internalize genre conventions while developing the flexibility to adapt their language use to different situations (Gunawan, 2022). Furthermore, GBA aligns well with contemporary educational needs, as it bridges the gap between formal language instruction and practical communication requirements. As evidence of its effectiveness accumulates, GBA is increasingly recognized as a valuable framework for developing both linguistic competence and communicative confidence in diverse learning environments (Rezi & Bedra, 2024). Its implementation, when tailored to local educational contexts, holds significant promise for enhancing language education outcomes across proficiency levels.

The effectiveness of GBA in Indonesian language education is significantly mediated by teachers' instructional styles, which play a crucial role in student engagement and learning outcomes. Research by Karim et al. (2023) demonstrates that dynamic, student-centered teaching styles enhance learners' ability to analyze and produce various text genres by fostering deeper cognitive engagement. When educators employ interactive methods such as collaborative text analysis, scaffolded writing tasks, and genre-based discussions, students show greater adaptability to GBA's structured framework. This alignment between teaching style and pedagogical approach creates a supportive learning environment where students can more effectively develop genre awareness and

writing proficiency (Sevilmiş & Yıldız, 2021). However, inconsistencies in teaching styles across classrooms often lead to uneven implementation of GBA, resulting in varied student experiences and outcomes, particularly in productive skills like academic writing and oral presentations (Tariki et al., 2023).

The successful implementation of GBA requires teachers to thoughtfully adapt their instructional styles to meet learners' diverse needs while maintaining the approach's core principles. As Geng et al. (2024) emphasize, GBA's focus on contextual language use demands teaching styles that balance explicit genre instruction with opportunities for authentic communication. Educators must skillfully transition between direct instruction during the modelling phase and facilitative roles during joint construction activities, while gradually releasing responsibility to students during independent writing tasks. This pedagogical flexibility is essential for maintaining student motivation and ensuring the transfer of genre knowledge to real-world communication contexts (Dash et al., 2020). Professional development programs that help teachers reflect on and refine their instructional techniques are therefore critical for maximizing GBA's potential in Indonesian classrooms, particularly in addressing the challenges of genre acquisition across different proficiency levels and disciplinary contexts.

This study explores the interaction between the GBA Teaching Cycle and teaching styles in the context of Indonesian CEFR Phase-D, presenting a mediation model that elucidates variations in English achievement. The GBA Teaching cycle emphasizes a systematic approach to language learning that integrates ongoing assessment and tailored instruction, which has been shown to enhance student engagement and motivation in various educational settings (Yu et al., 2024; Novawan et al., 2023). Furthermore, the incorporation of tailored teaching styles may amplify positive outcomes. Research indicates that pedagogical leadership and innovative teaching methods mediate the relationship between instructional strategies and student achievement in English language learning (Zhang et al., 2024; Liu et al., 2022; . In Indonesia's unique educational landscape, understanding how these components interact provides deeper insights

into enhancing student performance. Effective teacher-student relationships and the cultivation of self-efficacy have been shown to influence academic achievement, emphasizing the importance of these factors within the GBA model (Wang et al., 2022; Liu et al., 2022; Lei et al., 2022). Overall, this research contributes to literature that emphasizes the interplay between various teaching frameworks and styles and their combined effect on fostering student achievement in English within the Indonesian context (Novawan et al., 2023; Miqawati et al., 2023).

The exploration of GBA within the context of English language teaching, particularly under the CEFR Phase-D, is notably sparse in the existing literature, especially regarding its effectiveness when mediated by various teaching styles in Indonesia. While there has been some investigation into the GBA's overall implementation and its impact on specific language skills, such as writing and reading comprehension (Gintings, 2020), the intricate dynamics of how teaching styles influence GBA effectiveness remains under-researched. For instance, studies have indicated that a nuanced application of GBA, which aligns with educators' understanding, can significantly enhance student outcomes (Nabilah, 2023), yet there is a lack of comprehensive studies focusing specifically on CEFR Phase-D contexts. Additionally, the limited empirical evidence surrounding teacher perceptions and the contextual factors that may hinder or facilitate GBA implementation further underscores the gap in the research (Nadjib & Triastuti, 2023). This gap signifies the necessity for further exploration into not only the pedagogical mechanics of GBA but also how diverse teaching styles can be effectively integrated to maximize student engagement and achievement within this framework (Suharyadi & Basthomi, 2020).

1.2. Problem Statement

The adoption of CEFR in Indonesia has introduced structured benchmarks for English language education, yet its implementation faces systemic challenges

that hinder optimal outcomes, particularly at the intermediate (B1) proficiency level. While the framework provides clear guidelines for curriculum design, assessment, and pedagogy (Miqawati et al., 2023; Safitry et al., 2023), disparities in teacher readiness, institutional resources, and empirical research have led to uneven execution (Robbani et al., 2023; Marzaini & Yusoff, 2022). For instance, many educators lack sufficient training to align instruction with CEFR's "Can-Do" descriptors, and students often struggle to achieve B1-level productive skills (speaking/writing) due to curricular overemphasis on receptive skills (Yu, 2022; Larasaty et al., 2024). This gap raises critical questions about how to standardize CEFR-aligned practices while addressing contextual barriers such as teacher proficiency gaps and motivational challenges among learners (Kaloeti, 2024; Miqawati et al., 2023).

Although GBA has demonstrated promise in enhancing writing and reading skills through its structured cycle of modeling, joint construction, and independent practice (Said & Munawir, 2022; Gintings, 2020), its effectiveness in Indonesia's CEFR Phase-D (B1) classrooms remains inconsistently documented. Research highlights that GBA's success is heavily mediated by teaching styles, with dynamic, student-centered approaches fostering deeper engagement (Karim et al., 2023; Sevilmiş & Yıldız, 2021). However, many teachers default to traditional methods, undermining GBA's potential to develop pragmatic language use (Tariki et al., 2023; Geng et al., 2024). This inconsistency suggests a critical gap in understanding how teaching styles—ranging from directive to facilitative—interact with GBA's phases to influence intermediate learners' achievement. Moreover, the lack of localized studies on GBA's adaptation for CEFR-aligned objectives (e.g., B1 "Can-Do" descriptors) further complicates its integration (Nadjib & Triastuti, 2023; Suharyadi & Basthomi, 2020).

The interplay between GBA's teaching cycle, instructional styles, and CEFR Phase-D learning outcomes constitutes a significant yet underexplored area in Indonesian ELT research. While GBA's theoretical benefits are

established (Gunawan, 2022; Rezi & Bedra, 2024), empirical evidence on how specific teaching styles (e.g., collaborative vs. authoritative) mediate its impact on B1-level proficiency—particularly in speaking and writing—remains scarce. Studies note that teacher adaptability during GBA's phases (e.g., shifting from explicit instruction to student autonomy) is pivotal for skill transfer (Dash et al., 2020), but contextual factors like large class sizes and exam-driven curricula often impede this flexibility (Larasaty et al., 2024). Additionally, the role of learner motivation and self-efficacy in this mediation process warrants investigation, as these psychological factors may amplify or diminish GBA's effectiveness (Wang et al., 2022; Lei et al., 2022). Addressing these gaps is essential to develop a nuanced mediation model that optimizes GBA for CEFR-aligned intermediate proficiency in Indonesia's diverse educational settings.

1.3. Research Questions

The research questions addressed in this study are as follows:

1. How does GBA teaching approach affect teaching style in four steps: background, modelling, joint construction and independent construction?
2. How do GBA, Curriculum Design, and Teacher Competence influence Teaching Styles and English achievement in Phase-D CEFR?
3. How do Teaching Styles mediate the influence of GBA, Curriculum Design, and Teacher Competence on English achievement?

1.4. Research Objectives

Based on the problem statement and research questions above, the objectives of this study are:

1. To examine the different impact in teaching style in GBA into teaching the background, modelling, joint construction and independent construction.
2. To investigate the influence of GBA, Curriculum Design, and Teacher Competence on Teaching Styles and English achievement in Phase-D CEFR.

3. To investigate how Teaching Styles mediate the influence of GBA, Curriculum Design, and Teacher Competence on English achievement.

1.5. Research Significance

This study is expected to contribute both theoretically and practically by enhancing the understanding of the strategic management analysis as quality control in higher education institutions in Indonesia, as well as offering valuable insights for various stakeholders.

1.5.1. Theoretical Significance

This study provides valuable theoretical contributions by expanding the understanding of how GBA functions within Indonesia's CEFR Phase-D (B1 level) context. It enriches existing GBA theory by empirically examining its effectiveness when combined with different teaching styles, offering insights into how structured genre instruction can be optimized for intermediate learners. The research also strengthens the theoretical foundation of CEFR implementation in Indonesia by bridging global standards with local classroom practices. Additionally, it develops a mediation framework that explains the relationship between GBA, teaching styles, and English achievement, paving the way for future studies on instructional strategies in similar educational contexts.

1.5.2. Practical Significance

1.5.2.1. For the Teachers

For English teachers in Indonesia, this research offers practical guidance on implementing GBA more effectively in Phase-D classrooms. The findings will help educators adapt the GBA teaching cycle (modelling, joint construction, independent writing) to their unique teaching styles, whether facilitative, directive, or collaborative. Teachers will gain evidence-based strategies to enhance student engagement and improve writing and speaking proficiency at the B1 level. The study also informs professional development programs, enabling

teachers to refine their instructional techniques to better align with CEFR objectives. By understanding which teaching styles work best with GBA, educators can create more dynamic and responsive learning environments that boost intermediate learners' confidence and competence.

1.5.2.2. For Curriculum Developers

Curriculum developers can use this study's findings to design more effective CEFR-aligned English language programs. The research provides data-driven recommendations for integrating GBA into Phase-D syllabi, ensuring a balanced focus on genre-based writing, speaking, and communicative competence. It offers insights into developing learning materials that reflect real-world language use while accommodating different teaching approaches. The study also highlights the importance of differentiated instruction, helping curriculum creators design flexible lesson plans that cater to diverse classroom needs. These improvements will make English curricula more relevant to students' academic and professional requirements while supporting the consistent implementation of CEFR standards across Indonesian schools.

1.5.2.3. Practical Significance for Policymakers

For education policymakers, this research offers valuable evidence to guide decisions about English language education reform. The findings support the development of national and regional policies that promote effective GBA implementation within the CEFR framework. Policymakers can use the study's recommendations to design targeted teacher training programs and allocate resources to schools struggling with CEFR adoption. The research also identifies best practices for combining GBA with specific teaching styles, enabling policymakers to standardize high-impact pedagogical strategies across Indonesia's education system. These evidence-based insights will help create more equitable learning opportunities and improve English proficiency outcomes

nationwide, supporting Indonesia's goals for global competitiveness and human resource development.

CHAPTER II
LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1. Overview of the Genre-Based Approach

GBA has established itself as a comprehensive pedagogical framework in English language teaching, particularly within English as a Foreign Language (EFL) context. Developed initially at the University of Sydney in Australia, this approach was specifically designed to address the challenges of academic writing instruction. Its theoretical foundations draw upon systemic functional linguistics, emphasizing the intrinsic connection between language forms and their social functions. The approach has demonstrated remarkable adaptability, being successfully implemented across various educational levels from primary schools to university settings, as well as in professional development programs. Beyond its Australian origins, GBA has gained international recognition, with notable adoption in countries like Indonesia where it was incorporated into the national Competence-Based Curriculum in 2004. This global implementation underscores the approach's versatility in addressing diverse educational needs while maintaining its core theoretical principles.

At the heart of GBA lies its fundamental objective to develop students' comprehensive understanding of various text types and their communicative purposes. The approach operates on the principle that language learning should not occur in isolation but rather through meaningful engagement with authentic texts. Halliday's systemic functional linguistics provides the theoretical backbone for this perspective, positing that all language use constitutes text creation and interpretation (Halliday & Heathiesen, 2014). GBA takes this theoretical foundation and applies it practically by guiding students to analyze how different texts are structured to achieve specific communicative goals. Through this process, learners develop not only linguistic competence but also the critical ability to adapt their language use according to context, audience, and purpose. This dual focus on form and function equips students with practical

communication skills that are transferable to real-world situations, whether in academic, professional, or personal contexts.

The instructional methodology of GBA involves a systematic and scaffolded approach to genre analysis. The learning process typically begins with extensive exposure to and exploration of diverse text types, allowing students to develop an intuitive understanding of genre conventions. As students progress, they engage in more focused analysis of textual features, including linguistic patterns, organizational structures, and rhetorical strategies. This analytical process is not merely descriptive but also interpretive, encouraging students to consider why certain linguistic choices are made and how they contribute to the text's overall effectiveness. Through guided practice, learners gradually develop the ability to identify genre-specific features and understand their functional significance. This methodological approach ensures that students move beyond superficial recognition of text types to a deeper understanding of how language operates within different communicative contexts.

Hyland's (2004) comprehensive analysis of GBA identifies several defining characteristics that contribute to its effectiveness as a language teaching methodology. The approach's explicit nature ensures that linguistic conventions and genre features are taught directly rather than left for incidental discovery. Its systematic framework provides both teachers and students with a clear structure for analyzing the relationship between language forms and their contextual uses. Importantly, GBA adopts a needs-based orientation, tailoring instruction to the specific communicative requirements of learners. The approach also emphasizes the teacher's role as an expert guide who provides structured support while gradually fostering learner autonomy. Rothery's (1996) conceptualization of the teacher's role as authoritative rather than authoritarian captures this balance between guidance and empowerment. Additionally, GBA incorporates critical literacy dimensions, encouraging students to examine the ideological underpinnings of texts and develop their own informed perspectives.

Recent developments in language education have further enhanced GBA's relevance and applicability in contemporary teaching contexts. The approach has demonstrated particular effectiveness in multilingual educational settings through innovations like translanguaging genre pedagogy (Wen et al., 2022). This adaptation shows how GBA principles can be applied flexibly to leverage students' entire linguistic repertoire while still developing genre-specific competencies. The integration of digital technologies has also expanded GBA's instructional possibilities, with research indicating significant improvements in learning outcomes when technology is strategically incorporated (Vicentini et al., 2022). These technological applications range from corpus-based genre analysis tools to collaborative online writing platforms that facilitate genre-based writing processes. Empirical studies across various educational contexts continue to validate GBA's effectiveness, particularly in developing academic writing skills (Wardani et al., 2021; Bhowmik & Kim, 2022), confirming its enduring value in language education.

A growing body of empirical research provides robust evidence for GBA's positive impact on writing development. Studies examining teacher implementation of GBA reveal how collaborative professional development can enhance educators' understanding and application of genre pedagogy (Hamman-Ortiz et al., 2022). At the learner level, research demonstrates measurable improvements in various aspects of writing proficiency when genre-based strategies are systematically implemented. Chen et al.'s (2024) findings regarding persuasive writing development exemplify how GBA can lead to tangible gains in specific writing competencies. These research outcomes highlight GBA's unique ability to bridge the gap between linguistic theory and practical writing instruction. The approach provides both a theoretical framework for understanding how language works in context and practical methodologies for developing writing skills. This dual focus enables learners to produce not only linguistically accurate but also rhetorically effective texts appropriate for their intended audiences and purposes.

The scaffolding framework inherent in GBA represents one of its most pedagogically valuable features. As Sun (2024) elaborates, the approach provides multiple layers of support that are gradually adjusted as learners develop greater competence. Teachers play a pivotal role in this process, carefully designing instructional sequences that move from intensive guidance to increasing independence. This scaffolding occurs not only at the macro-level of overall text structure but also at micro-levels of sentence construction and lexical choice. The flexibility of GBA is evident in its successful application across different educational levels, from primary school writing instruction to advanced academic writing at university level (Yanto & Pravitasari, 2022; Nurlaelawati et al., 2020). This adaptability stems from GBA's fundamental principles being applicable to various learning contexts while allowing for appropriate modifications to suit specific learner needs and institutional requirements.

Looking toward the future of language education, GBA's inherent versatility positions it well to address emerging educational challenges and opportunities. The approach's theoretical robustness combined with its practical adaptability makes it particularly suitable for addressing contemporary issues such as digital literacy development and multilingual education. As communication technologies continue to evolve, GBA provides a stable framework for analyzing new digital genres while maintaining focus on core principles of effective communication. The substantial body of research supporting GBA's effectiveness across diverse contexts provides strong evidence for its continued relevance in language teaching. In an era of rapid globalization and technological change, GBA's emphasis on contextually appropriate communication and critical engagement with texts remains not just relevant but increasingly essential. The approach's capacity to evolve while retaining its theoretical integrity suggests it will continue to play a significant role in shaping effective language instruction in the coming decades.

2.2. Key Principles of the Genre-Based Approach

GBA is anchored in several key principles that facilitate the effective teaching of writing, particularly in ESL/EFL contexts**.** At its foundation is the recognition of genres as socially situated forms of communication, where each genre serves distinct purposes shaped by specific contexts. This understanding, as noted by Zhai and Razali (2023), is crucial for helping students navigate genre-specific features essential for effective communication in academic and professional settings. GBA incorporates a systematic approach to genre analysis, enabling students to dissect and comprehend the language patterns, structures, and rhetorical strategies inherent in different genres. This process cultivates students' critical thinking and writing abilities (Chen et al., 2024; Wardani et al., 2021), while also emphasizing the iterative nature of writing—viewing it as a process involving drafting, feedback, and revision (Dartey, 2024).

Emilia (2011) highlights several core principles of GBA that contribute to effective student learning:

- Awareness of Text Construction

  GBA encourages teachers to help students recognize that every text is shaped by its author and intended for a specific audience (Hyland, 2002). Thus, students must be guided in writing and responding to texts thoughtfully.

- Learning as a Social Process

  According to Feez and Joyce (1998), GBA views learning as a collaborative activity, where interaction with peers, teachers, and others enhances learning outcomes. This principle fosters three key aspects: learning language, learning through language, and learning about language (Derewianka, 1990).

- Meaning in Context

  GBA focuses on how language constructs meaning within real-world communication.

- Guided Apprenticeship

Students learn under teacher supervision, with teachers acting as experts who facilitate successful language acquisition.

- Grammar Integration

Explicit grammar instruction is a fundamental component of GBA. Additionally, two critical factors influence student success in GBA: include: first, Teacher Commitment, Educators should believe in every student's potential while accommodating individual differences to maximize learning outcomes, second, Bilingual Education, Research by Emilia (2005, 2010a) shows that using Indonesian alongside English supports language development, critical thinking, and literacy skills.

Another core principle of GBA is guided apprenticeship, where students learn under the supervision of teachers who act as expert facilitators. This structured support helps learners gradually develop autonomy in genre-specific writing. Grammar instruction is also integral to GBA, as explicit teaching of linguistic features ensures students can produce accurate and contextually appropriate texts. Beyond these pedagogical strategies, two critical factors influence student success in GBA: teacher commitment and bilingual education. Teachers must believe in their students' potential while adapting instruction to individual needs. Research by Emilia (2005, 2010a) further demonstrates that leveraging students' first language (e.g., Indonesian in EFL contexts) supports their English language development, critical thinking, and literacy skills.

Flexibility and adaptation are also fundamental to GBA's effectiveness**.** While genre theories may sometimes impose rigid frameworks, GBA encourages innovation and experimentation within writing tasks (Dartey, 2024). This adaptability allows educators to accommodate diverse linguistic and cultural backgrounds, creating an inclusive learning environment. Scaffolding techniques play a central role in this process, as they provide targeted support to help students master different genres (Liu, 2022; Zhang & Zhang, 2021). By incorporating collaborative learning and peer feedback, GBA fosters a community-focused atmosphere that enhances students' writing development.

Together, these principles not only equip students with essential writing skills but also nurture their autonomy as proficient English users across various communicative contexts (Negretti et al., 2023).

2.3. Implementing the GBA in Classroom Instruction

The design of genre-based language lessons follows a structured pedagogical framework. Beverly Derewianka's (1990) foundational work in "Exploring How Texts Work" originally proposed a four-stage curriculum cycle for language teaching: preparation, modelling, joint construction, and independent construction. However, in the Indonesian educational context, the implementation model that has gained wider acceptance among educators -as outlined in the national English curriculum- follows Rothery's (1996) adaptation of this framework. This modified version consists of four key phases: Building Knowledge of the Field (BKOF), Modelling, Joint Construction, and Independent Construction. The visual representation below illustrates this instructional sequence.

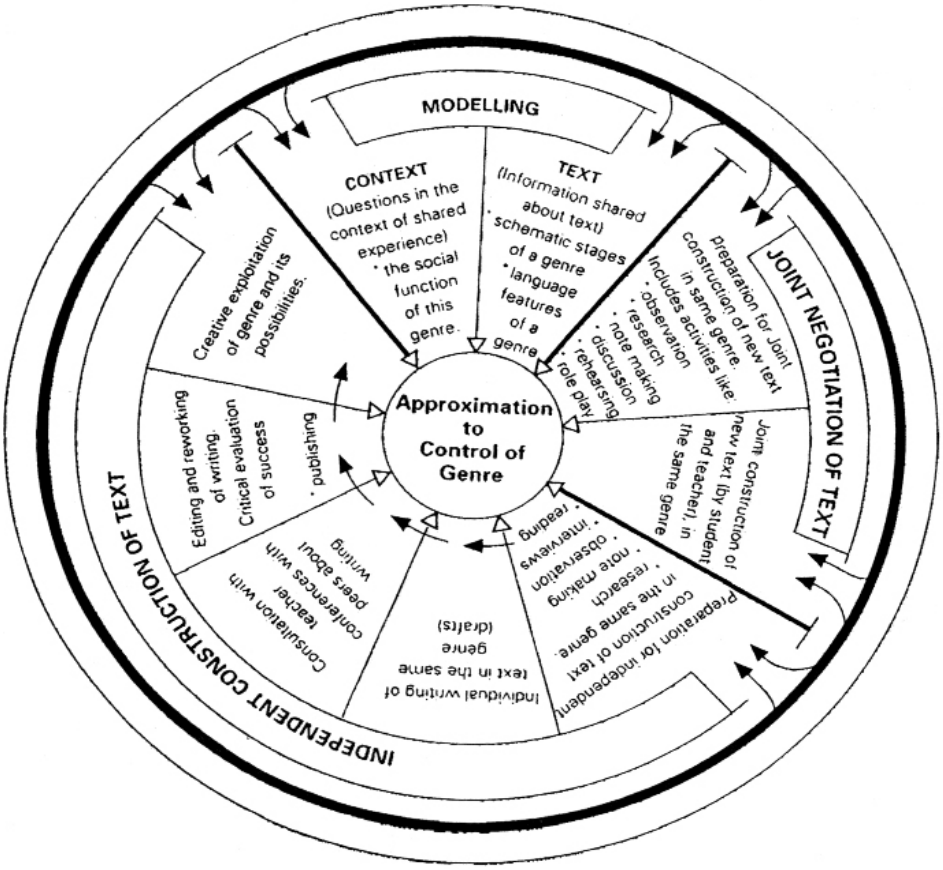

Figure 2. 1 The developmental stages of the Genre-Based Approach, following Rothery's (1996:102)

GBA has undergone significant theoretical and pedagogical advancements, particularly through Martin's (2010) framework, which reconceptualizes genre as dynamic and contextually embedded. This model moves beyond static textual analysis to emphasize "social purpose," positioning genres as evolving communicative practices shaped by their users' needs. As Sutinwong (2023) demonstrates, this perspective informs classroom practice by systematically guiding students to examine genre-specific linguistic features and structures, equipping them with the skills to write effectively across diverse contexts. Martin's approach uniquely integrates three crucial dimensions - context, purpose, and audience- into a cohesive learning framework that deepens students' understanding of genre as social action.

A key innovation in Martin's model is its incorporation of interactive, project-based learning methodologies. Khasanah et al. (2023) highlight how this

fusion enhances GBA's effectiveness, as students collaboratively investigate authentic writing tasks while mastering textual forms. This methodology equally values both the writing product and process, fostering learner autonomy within a structured framework. Recent scholarship (Lukmawardani & Badriyah, 2022; Hassan, 2020; Ariyanfar, 2020) confirms that contemporary GBA prioritizes inclusivity and adaptability, preparing students to navigate real-world communication challenges. The approach's ongoing evolution, as illustrated in Martin's (2010) model below, demonstrates its capacity to develop proficient writers who can critically engage with various genres while understanding their social functions.

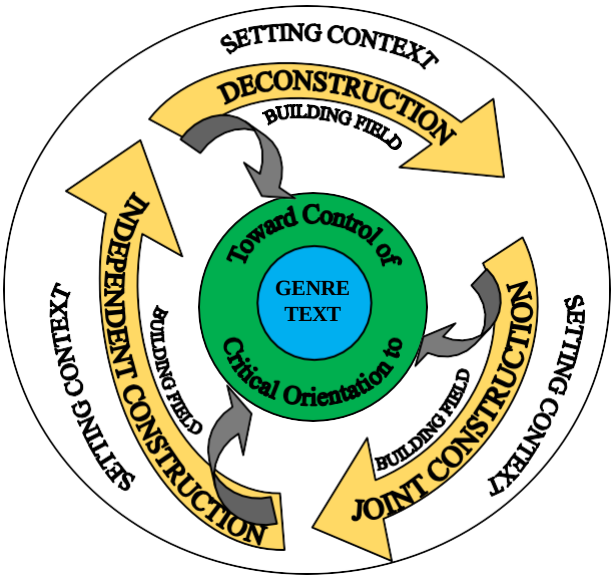

Figure 2. 2 Implementation stages of the Genre-Based Approach based on Martin's (2010) framework.

Emilia (2011) observes that despite different theoretical origins, both major GBA models share fundamental pedagogical principles: (1) developing students' background knowledge on writing topics, (2) providing exemplary texts as learning models, (3) facilitating collaborative text production, and (4) guiding students through independent writing processes that mirror professional writing cycles. These core components will be examined in detail below.

2.3.1. Building Knowledge of the Field (BKOF)

This foundational stage focuses on developing students' contextual understanding of their writing topics (Feez, 2002; Gibbons, 2002, 2009). BKOF serves as critical preparation for successful text production, with research indicating that inadequate attention to this stage often results in preventable compositional errors (Emilia et al., 2008). The stage's duration should be determined by diagnostic assessment of students' existing knowledge about both the subject matter and the target genre's linguistic features. Teachers may revisit this phase multiple times until learners demonstrate readiness for genre-specific writing tasks.

2.3.2. Modelling of Text (MOT)

The modelling phase introduces students to authentic examples of the target genre, serving dual purposes of developing literacy skills in both L1 and L2 contexts. Effective modelling requires multiple instructional sessions, particularly when addressing complex genres. When students enter this stage with substantial topical knowledge from BKOF and clear understanding of genre conventions, they demonstrate greater writing fluency in subsequent stages.

2.3.3. Joint Construction of Text (JCOT)

This collaborative stage transitions students from genre analysis to text production. While some practitioners use text-rearrangement exercises, Feez (2002) emphasizes that authentic joint construction should involve the complete writing process - including planning, drafting, and revising - to simulate professional writing practices. Notably, classes with prior genre experience may progress directly from modelling to independent writing when students demonstrate mastery of genre conventions.

2.3.4. Independent Construction of Text (ICOT)

The final stage requires autonomous text production within the studied genre. To prevent formulaic reproduction of group work products, teachers should assign distinct topics or cross-disciplinary themes (e.g., science or history concepts). The writing process should incorporate multiple drafting cycles with teacher feedback. Alternative assessment formats include oral presentations of written work, dialogue creation, or text summarization - particularly beneficial in bilingual classrooms or for advanced learners.

This comprehensive approach ensures students develop both genre competence and transferable writing skills through scaffolded, recursive learning experiences that approximate real-world writing contexts.

2.4. Genre-Based Pedagogy

Genre-based pedagogy is the teaching approach that teaches students how to use language patterns to produce coherent and purposeful writing (Hyland, 2003). The genre-based pedagogy comes from Michael Halliday's theoretical work known as Systemic Functional Linguistic (SFL) (Hyland, 2003). Genre-based pedagogy is the teaching approach that teaches students how to use language patterns to produce coherent and purposeful writing (Hyland, 2003). The genre-based pedagogy comes from Michael Halliday's theoretical work known as SFL (Hyland, 2003). To Halliday (1985), a text consists of three aspects: field, tenor, and mode. **Field (what)** is the subject matter of the text. **Tenor (who)** is the relationship between those involved in the communicative act, e.g. writer and reader, speaker and listener. **Mode (how)** refers to text construction, looking at whether it is based on written or spoken forms of communication.

In the scope of SFL, there are fundamental component of meaning called Metafunction. According to Halliday, the functional components are ideational meaning, interpersonal meaning and textual meaning (1985, p.13). The ideational meaning is the meaning functions to represent patterns of

experiences. It enables human being to build a mental picture of reality, to make sense of their experience of what goes around them and inside them. The interpersonal meaning is concerned with the interaction between speaker or writer and listener or reader. It functions is to enabling of exchanging roles in rhetorical Interaction: statements, questions, offers and commands. The textual meaning is concerned with the organization of the text in which the experiential, logical and interpersonal are bound together into a coherent. Those fundamental meanings are always made simultaneously in a text to perform social functions. Therefore, those meanings are always related to the context in which social functions are being performed.

In Genre-based pedagogy, teaching is based on GBA. The stages are taught in two cycles; oral and written cycle. Oral cycle is specifically taught to develop students' ability in speaking and listening, while written cycle is for writing and reading ability. GBA was begun in London 1964 funded by the Nutffield Foundation and later the School Council, and directed by Halliday (1985). In Indonesia Genre Based Approach has been implemented since 2006. GBA is an approach which should be applied by English teachers in teaching four skills in English; listening, speaking, reading, and writing through the genres (texts). According to Lana (2009) in GBA, teaching and learning is focused on the understanding and producing selected genre of text. Moreover, there are two stages which are suitable to be taught in Junior and Senior High School in Indonesia (Lana, 2009). In addition, Hyland (2007) defines, "Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations". (p.4) Furthermore, Nunan (1999) argues: "Genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, a recipe, or description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question" (p.308).

Basically, genre-based teaching approach aims at developing students' literacy skills focusing on the social processes such as explain, describe, and argue (Kay & Dudley-Evans, 1998). It consists of four stages (named curriculum cycle) through which a particular text type being taught to student: 1) building knowledge of the field, 2) modelling of the text, 3) joint construction of the text and 4) independent construction of the text. In general the stages include: background, modelling, collaboration and self-dependent. Fig. 2.3. indicates the scheme of GBA.

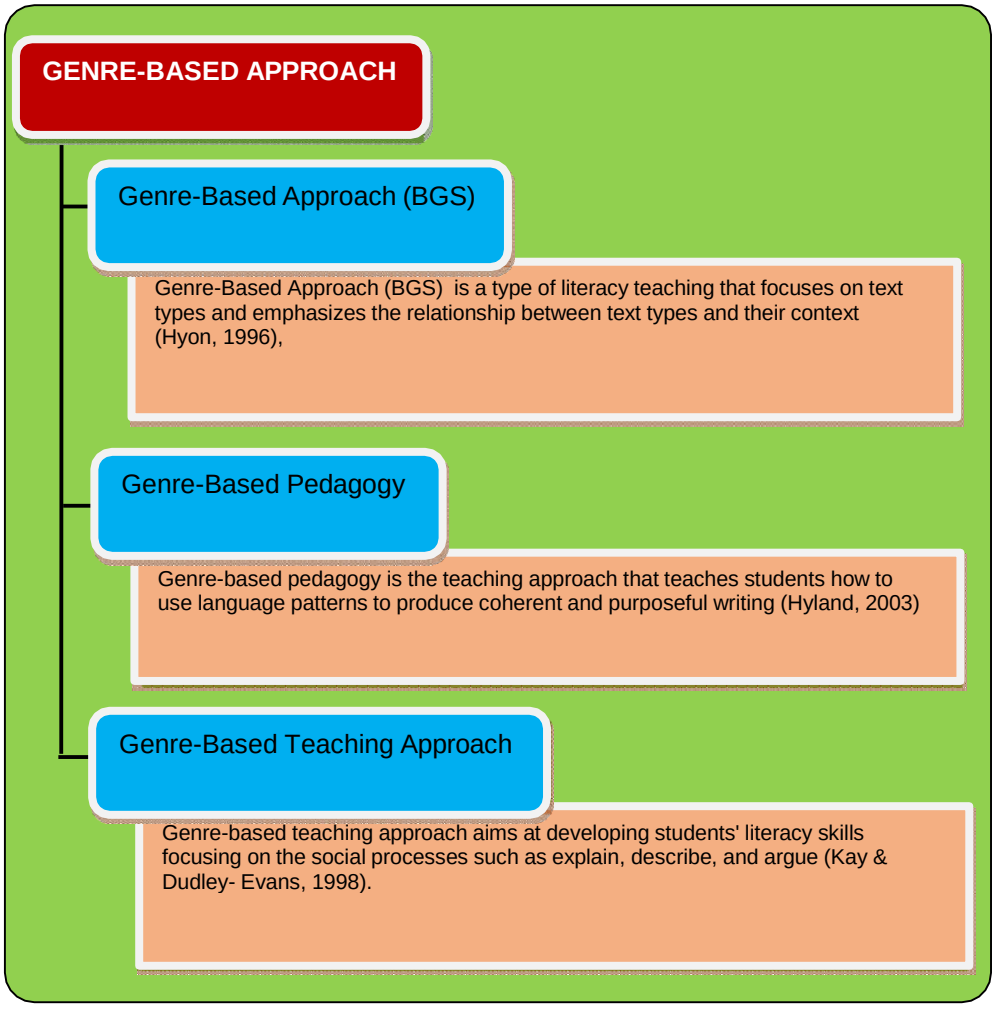

Figure 2. 3 GBA Scheme

Background: building knowledge of the field. This stage aims at providing students with background knowledge about the topic. The next stage is Modelling. In this stage, a particular genre is introduced through a model text. It

aims at making student familiar with the purpose, structure and linguistic features the text type. Modelling: modelling of the text. Model text in teaching writing refers to a sample or example of a specific type of text that is used to guide students in understanding the structure, language features, and content of that particular text type. Collaboration: joint construction of the text. Joint construction involves the teacher and students working together to collaboratively construct a text. The teacher scaffolds the students through questions, thinking aloud, explanations etc, as they write the text together. Self-dependent: Independent construction of the text suggests students' consciousness of the impact of a text on different group of readers and their capacity to develop resistant reading or tactical reading (Martin in Emilia, 2005: 154). This also suggests students' emerging understanding that the writer's background does influence the way a text is constructed and that writing is relative to particular groups and contexts, and can be seen as one among many practices, which are open to scrutiny and contestation (Hyland, 2002:48).

Genre-based teaching has six modalities: listening and speaking, reading and viewing, and writing and presentation. In addition, the teaching plan consists of seven stages. The seven steps of Vijay Bhatia Model include (1) Placing the Given Genre-Text in a Situational Context, (2) Surveying the Existing Literature, (3) Refining the Situational/Contextual Analysis, (4) Selecting Corpus, (5) Studying the Institutional Context, (6) Levels of Linguistic Analysis and (7) Specialist Information in Genre.

A genre approach to literacy teaching involves being explicit about the way language works to make meaning. It means engaging students in the role of apprentice with the teacher in the role of expert on language system and function. To give insights to students of how to replicate successfully particular genres because rather than relying on prescriptive model-based advice, a genre approach attempts to identify the features of successful writing within a defined genre and then teach these features to students. In writing, the 'process-genre approach' combines the recursive writing process of the process approach, which

includes planning, composing, editing, and revising, with the genre-based approach that emphasizes understanding the context and purpose of writing (Hyland, 2003; Yan, 2005). The process of teaching learning using GBA appears in Fig, 2.4.

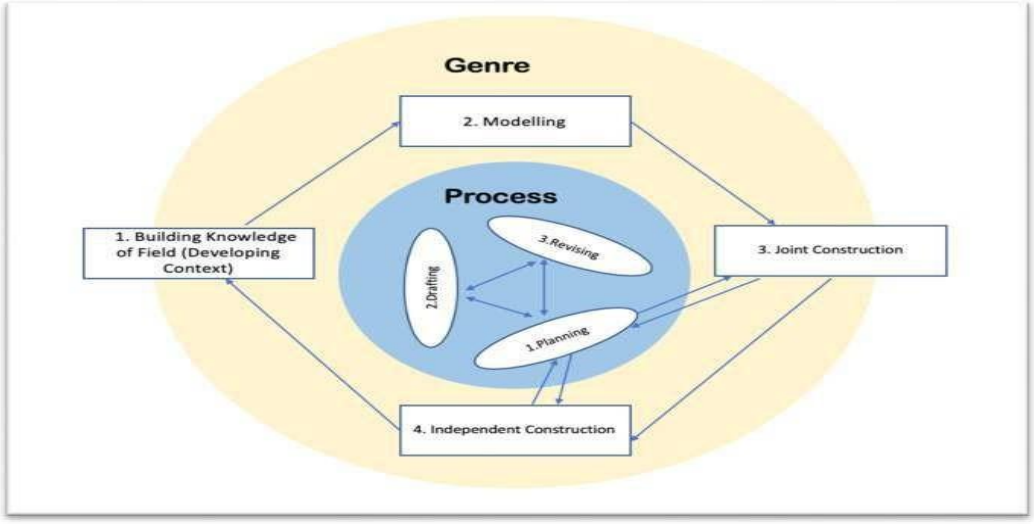

Figure 2. 4 Process-genre approach's teaching instruction model (Huang & Zhang, 2020)

School curriculum in Indonesia that applies GBA is Merdeka Cuccirulum. It applies Common European Framework for Language Teaching and Assessment References. Materials are divided into elements: (1) listening and speaking, (2) reading and viewing, and (3) writing and presentation. The common genres to include cover: Narrative, Descriptive, Hortatory Exposition, Explanation, Discussion, Analytical Exposition, Review, Procedure, Recount, News Item, Report, Spoof. In Indonesia, teaching materials for phase D is equal to Junior High School in three years. English teaching materials for phase D allotted for grade 7, 8 and 9 are as follows:

Phase D • English
Listening and Speaking By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or

presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Reading and Viewing

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Writing and Presentation

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

In addition, phase-based levelling in Merdeka Curriculum appears in table 2.1.

Table 2. 1 CEFR Equivalence In Indonesian Teaching Levels

	CEFR	General Proficiency	Business	IELTS	Linguaskill	School
PROFICIENT	C2	C2 Proficiency	-	-	-	-
	C1	C1 Advanced	C1 Business Higher	6.5-8.5	-	
INDEPENDENT	B2	B2 First	B2 Business Vantage	5,5-6.5	High	-
	B1	B1 Preliminary	B1 Business Preliminary	4.0-5.0	Mid	E-F SMA
BASIC	A2	A2 key	-	-	Elementary	D SMP
	A1				Pre-elementary	C SD 5-6
BASIC	A2	A2 key	-	-	Pre-elementary	B SD 3-4
					Pre-elementary	A SD 1-2

2.5. Curriculum Design

Curriculum design is a deliberate and systematic process that involves the careful planning, organization, and structuring of educational content, experiences, and instructional strategies to achieve specific learning outcomes. It serves as the backbone of educational programs, providing a roadmap for what students should learn, how they will learn it, and how their progress will be assessed. According to Fadlillah et al. (2023), a micro-curriculum development model offers a structured framework that includes critical components such as competency analysis, setting clear objectives, selecting relevant content, planning implementation, and designing evaluation methods. This model ensures that curricula are not only aligned with educational standards but also tailored to meet the specific needs of learners, making the learning process engaging, relevant, and effective. By establishing a clear and cohesive structure, curriculum design enables educators to create meaningful educational experiences that foster both academic growth and practical skill development.

The importance of adaptability in curriculum design becomes particularly evident in complex and unpredictable educational contexts, such as during emergencies or crises. Johnson et al. highlight the need for a flexible curriculum framework that can accommodate the diverse challenges and uncertainties of such environments (Johnson et al., 2022). In these scenarios, a well-designed curriculum must balance structure with the ability to adapt to rapidly changing circumstances, ensuring that educators can address the immediate and evolving needs of their students. This flexibility allows for the incorporation of alternative teaching methods, resources, or delivery modes to maintain continuity in learning. By prioritizing adaptability, curriculum design in emergency contexts supports equitable access to education and helps mitigate disruptions, ensuring that students continue to progress despite external challenges.

Inclusivity is another cornerstone of effective curriculum design, ensuring that educational programs are accessible and meaningful to all learners,

regardless of their backgrounds, abilities, or circumstances. Santos et al. (2021) advocate for an inclusive curriculum framework that emphasizes multiple forms of representation, expression, and engagement, enabling students with diverse needs to participate fully in the learning process. This approach involves designing curricula that offer varied pathways for students to demonstrate their understanding, such as through visual, auditory, or kinesthetic methods, thereby fostering an equitable learning environment. Inclusive curriculum design not only supports students with disabilities or those from marginalized groups but also enriches the educational experience for all learners by promoting diversity and understanding within the classroom.

Collaboration plays a pivotal role in enhancing the quality and relevance of curriculum design. By involving multiple stakeholders—educators, researchers, administrators, and even industry professionals—the design process becomes a collective effort that draws on diverse perspectives and expertise. Ellingson and Roehrig (2024) emphasize a collaborative design capacity framework, which underscores the value of joint efforts in creating curricula that are pedagogically robust and socially relevant. This collaborative approach fosters professional development among educators, as they share insights, refine their practices, and align their teaching with broader educational goals. Furthermore, collaboration ensures that curricula remain dynamic, incorporating feedback and innovations to address the evolving demands of both students and society.

The integration of stakeholder feedback, particularly from academia and industry, is critical to developing curricula that are responsive to real-world needs. Kumar and Rewari (2022) propose a comprehensive framework that emphasizes the importance of continuous input from various stakeholders to create curricula that are not only inclusive but also forward-thinking. For instance, industry feedback can help ensure that curricula equip students with the skills and knowledge required for future careers, while academic input ensures alignment with theoretical and research-based standards. This integrated

approach bridges the gap between education and practical application, preparing students for both academic success and professional challenges. By fostering such partnerships, curriculum design becomes a proactive process that anticipates and addresses emerging trends and societal shifts.

Effective curriculum design is an iterative process that requires ongoing review and refinement to remain relevant and impactful. McComas (2024) highlights the complexity of this process, noting that curriculum designers must navigate competing ideologies, such as those prioritizing academic achievement versus those advocating for student-centered learning. These ideological considerations shape the orientation of the curriculum, influencing decisions about content, teaching methods, and assessment strategies. Regular evaluation allows designers to assess the curriculum's effectiveness, identify areas for improvement, and incorporate new pedagogical approaches or technological advancements. This continuous refinement ensures that the curriculum evolves in response to changes in educational standards, societal needs, and student expectations.

The ultimate goal of curriculum design is to create educational environments that enhance student experiences and outcomes. By employing robust frameworks, fostering collaboration, and prioritizing inclusivity and adaptability, curriculum designers can develop programs that not only impart knowledge but also cultivate critical thinking, creativity, and lifelong learning skills. The frameworks proposed by Fadlillah et al. (2023) and Johnson et al. (2022) provide structured yet flexible approaches that empower educators to address diverse learner needs while maintaining alignment with educational objectives. These frameworks underscore the importance of intentional design in creating cohesive and impactful educational experiences that prepare students for success in an ever-changing world.

In conclusion, curriculum design is a multifaceted and dynamic process that requires careful planning, collaboration, and continuous evaluation to achieve its goals. By integrating inclusive practices, adapting to contextual

challenges, and leveraging stakeholder input, designers can create curricula that are both educationally sound and socially relevant. Scholars (e.g. Santos et al. 2021; Kumar & Rewari, 2022, Ellingson & Roehrig, 2024) highlight the importance of flexibility, inclusivity, and collaboration in crafting curricula that meet the needs of diverse learners and prepare them for future challenges. Through this comprehensive approach, curriculum design not only shapes the educational landscape but also plays a critical role in fostering equitable, engaging, and transformative learning experiences.

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2.5.1. Principles of Effective Curriculum Design

The principles of effective curriculum design serve as the cornerstone for developing educational programs that are both engaging and impactful, ensuring students achieve meaningful learning outcomes. A fundamental principle is the alignment of objectives, content, instructional methods, and assessments to create a cohesive educational experience. A well-designed curriculum should articulate clear teaching objectives, select relevant content, organize materials systematically, and incorporate robust evaluation methods to ensure all components work harmoniously toward intended goals (Hu & Zhang, 2023). This alignment provides a clear roadmap for educators and students, fostering consistency and clarity in the learning process. By ensuring that every element of the curriculum is purposefully interconnected, designers can create programs that effectively support student progress and achievement across diverse educational contexts.

Inclusivity is another essential principle, as effective curriculum design must address the diverse needs of all learners, including those with unique challenges such as severe intellectual disabilities. Rendoth et al. (2021) argue that curricula should be designed with pedagogical approaches that prioritize accessibility, enabling every student to engage meaningfully with the content. This requires careful consideration of differentiated instructional strategies, varied assessment methods, and flexible content delivery to accommodate

diverse learning styles and abilities. An inclusive curriculum not only supports students with specific needs but also enriches the learning environment by fostering a culture of equity and respect, ensuring that all students have the opportunity to succeed and contribute to the classroom community.

Flexibility and adaptability are critical in ensuring that curricula remain relevant and responsive to changing educational demands. The importance of designing dynamic curricula that can be modified based on ongoing assessments and feedback from students and educators (Sun et al., 2022). This principle allows curricula to evolve in response to new insights, student performance data, or external factors, ensuring continuous improvement. For instance, adaptability enables educators to incorporate emerging technologies or adjust pacing to meet learners' needs, maintaining engagement and effectiveness. A flexible curriculum design empowers educators to tailor their approaches to specific classroom dynamics, fostering a more personalized and effective learning experience.

The rapid shift to online learning during the COVID-19 pandemic underscored the importance of adaptability in curriculum design, as educational institutions were forced to pivot to digital platforms. This transition highlighted the need for curricula that integrate innovative instructional methods, such as digital tools and virtual collaboration, to support diverse learning styles and ensure continuity in education (Rapanta et al., 2020). The pandemic revealed the value of curricula that can accommodate unforeseen disruptions, such as hybrid or remote learning models, without compromising quality. By embedding flexibility into the design process, educators can create resilient curricula that maintain effectiveness across various delivery modes and challenging circumstances.

Collaboration among stakeholders is a vital principle that enhances the quality and relevance of curriculum design. Engaging educators, curriculum developers, students, parents, and community members in the design process brings diverse perspectives and expertise, resulting in more comprehensive and

effective educational programs. The importance of integrating these varied viewpoints during both the design and evaluation phases to ensure the curriculum aligns with the needs and expectations of all stakeholders (Chen, 2023). Collaborative efforts foster a sense of ownership and accountability, encouraging stakeholders to contribute ideas that reflect real-world needs and educational priorities. This inclusive approach strengthens the curriculum's ability to address complex challenges and meet diverse learner needs.

Breaking away from traditional, siloed approaches to curriculum development, collaborative design promotes innovation and efficiency. Kirwan et al. (2022) advocate for interdisciplinary and cross-institutional collaboration, arguing that such efforts reduce redundancy and create more streamlined, impactful curricula. For example, collaboration between educators and industry professionals can ensure that curricula incorporate skills relevant to current job markets, while input from students can highlight areas where engagement or clarity could be improved. By fostering open communication and shared goals, collaborative curriculum design minimizes inefficiencies and produces programs that are both pedagogically sound and socially relevant, enhancing overall educational outcomes.

Continuous evaluation and improvement are integral to maintaining the effectiveness of a curriculum over time. This principle involves regularly assessing not only student outcomes but also the quality of instructional methods, materials, and overall curriculum design. Adewumi (2023) emphasizes that a well-structured curriculum, supported by ongoing evaluation, is critical for creating a rich educational environment that promotes effective teaching and learning, particularly in response to global trends and evolving educational contexts. Evaluation provides data on what works and what needs adjustment, enabling designers to refine content, update resources, or adopt new pedagogical approaches. This iterative process ensures that the curriculum remains aligned with current standards, societal needs, and student expectations.

Ultimately, the principles of effective curriculum design—alignment, inclusivity, flexibility, collaboration, and continuous evaluation—work together to create educational programs that are responsive, equitable, and impactful. By adhering to these principles, curriculum designers can develop learning experiences that not only impart knowledge but also foster critical thinking, adaptability, and lifelong learning skills. The importance of a thoughtful, stakeholder-informed approach to curriculum design evolves with the needs of students and society (Hu & Zhang, 2023; Rapanta et al., 2020; Chen, 2023). Through this comprehensive and dynamic process, curriculum design plays a pivotal role in shaping educational environments that empower students to thrive in a complex and ever-changing world.

2.5.2. Components of Curriculum Design

Curriculum design is a multifaceted process that hinges on several interconnected components, each contributing to the creation of educational programs that are coherent, effective, and responsive to learners' needs. One of the most foundational components is the establishment of clear and precise objectives. These objectives act as the cornerstone of the curriculum, guiding decisions about content, instructional strategies, and assessment methods. Fadlillah et al., (2023) in their analysis of a media literacy training curriculum, underscore the importance of aligning objectives with broader educational goals to ensure that teaching efforts are purposeful and measurable. Well-defined objectives provide a clear focus for educators, enabling them to structure learning experiences that are intentional and aligned with desired outcomes. Moreover, they serve as a benchmark for evaluating both student progress and the curriculum's overall effectiveness, ensuring that educational goals are met with precision and clarity.

Content selection is another critical component of curriculum design, requiring careful consideration to ensure that the material is both relevant to the objectives and engaging for students. This process involves not only identifying

the topics and resources to be included but also determining their appropriateness for the target audience in terms of complexity, cultural relevance, and developmental stage. Tolentino et al., in their scoping review, emphasize the use of structured frameworks to guide content selection, advocating for methodologies that address key questions about what knowledge and skills are essential for students to acquire (Tolentino et al., 2024). These frameworks help educators prioritize content that is comprehensive and aligned with learning goals while avoiding unnecessary or redundant material. By thoughtfully curating content, curriculum designers can create learning experiences that are intellectually stimulating and foster deep understanding among students.

Inclusivity in content selection is equally vital, as it ensures that the curriculum resonates with a diverse student population and promotes equitable learning opportunities. Santos et al. highlight the importance of integrating diverse perspectives and experiences into the curriculum, arguing that such an approach not only enhances engagement but also fosters a sense of belonging among students from varied backgrounds (Santos et al., 2021). This might involve incorporating multicultural texts, real-world applications, or materials that reflect the lived experiences of different communities. An inclusive curriculum encourages students to see themselves in the content, which can increase motivation and participation. By prioritizing diversity in content selection, curriculum designers contribute to a more equitable educational environment that values and respects all learners.

Collaboration among stakeholders is a pivotal component that enriches the curriculum design process by drawing on a wide range of expertise and perspectives. Involving educators, administrators, students, parents, and community members ensures that the curriculum is informed by diverse insights, making it more relevant and effective. A collaborative design capacity framework that emphasizes the benefits of teacher design teams working together to create curricula that are pedagogically sound and responsive to student needs (Ellingson & Roehrig, 2024). This collaborative approach fosters shared

learning, encourages constructive feedback, and promotes a sense of ownership among stakeholders. By working together, these groups can address complex educational challenges, align the curriculum with community values, and ensure that it meets the practical needs of both students and educators.

In challenging educational contexts, such as those marked by crises or resource constraints, collaboration becomes even more essential. Collaborative efforts are critical for navigating the uncertainties and complexities of such environments, enabling curriculum developers to adapt their designs to meet urgent needs (Johnson et al., 2022). For example, during a crisis, collaboration between educators and community organizations might lead to the development of flexible learning modules that can be delivered in non-traditional settings. This adaptability ensures that the curriculum remains functional and impactful, even under difficult circumstances. By fostering open communication and shared goals, collaboration strengthens the curriculum's ability to address real-world challenges and support diverse learners effectively.

Ongoing evaluation is a crucial component of curriculum design, ensuring that the curriculum remains dynamic and responsive to evolving educational needs. This process involves systematically assessing student learning outcomes, instructional practices, and the overall effectiveness of the curriculum to identify areas for improvement. Boso et al. (2023) demonstrate that iterative evaluation enhances curriculum quality by providing data-driven insights that inform refinements and promote critical thinking skills among students. Regular evaluation allows educators to monitor whether the curriculum is achieving its intended objectives and to make adjustments based on student performance, feedback, or emerging educational trends. This continuous feedback loop is essential for maintaining the curriculum's relevance and ensuring that it supports meaningful learning experiences.

Reflective and responsible evaluation practices further enhance the curriculum design process by incorporating evidence from educational research and stakeholder input (Kumar & Rewari, 2022). These practices involve not only

assessing what students have learned but also examining the effectiveness of teaching strategies, materials, and delivery methods. For instance, if evaluations reveal that certain content is not resonating with students, designers can revise it to better align with learner needs. By embedding evaluation into the curriculum framework, designers create a culture of continuous improvement that prioritizes student success and adapts to changes in educational standards, societal expectations, and technological advancements.

In conclusion, the components of curriculum design—clear objectives, thoughtful content selection, inclusivity, collaboration, and ongoing evaluation—work synergistically to create educational programs that are impactful, equitable, and adaptable. Each component plays a vital role in ensuring that the curriculum meets the needs of diverse learners and aligns with broader educational goals. The insights from scholars underscore the importance of a structured yet flexible approach to curriculum design that balances intentionality with responsiveness (Fadlillah et al., 2023; Tolentino et al., 2024; Ellingson & Roehrig, 2024). By carefully integrating these components, curriculum designers can craft learning experiences that not only impart knowledge but also foster critical thinking, cultural awareness, and lifelong learning skills, preparing students to thrive in a complex and ever-changing world.

2.5.3. Curriculum Design Models

Curriculum design is a complex and dynamic process that relies on various theoretical models to guide the development of educational programs. Among the most influential frameworks are those proposed by Ralph Tyler (1949), John Kerr (1960), Hilda Taba (1962), Wheeler (1967), and John Goodlad (1970), alongside the contemporary TPACK model (Westbroek et al., 2019), which integrates technology into curriculum design. Each model offers a unique perspective on how to structure curricula to meet educational goals, reflecting the evolving needs of students, educators, and society. These models provide systematic approaches to defining objectives, selecting content, organizing

learning experiences, and evaluating outcomes, ensuring that curricula are purposeful, inclusive, and adaptable. By drawing on these frameworks, educators can create educational programs that not only impart knowledge but also foster critical thinking, technological proficiency, and societal engagement, aligning with both traditional and modern educational demands.

2.5.3.1. Tyler's Model

Ralph Tyler's model, introduced in 1949, is often regarded as a foundational framework in curriculum design, earning him the title of the "father of modern curriculum evaluation." His model, known as the Tyler Rationale, emphasizes a systematic, linear process that begins with defining clear educational objectives, followed by selecting relevant learning experiences, organizing these experiences logically, and concluding with an evaluation to determine whether the objectives were achieved. Tyler's approach is guided by four key questions: What educational objectives should the institution aim to achieve? What experiences will help meet these objectives? How can these experiences be organized effectively? And how can we verify that the objectives have been met? This structured framework ensures that curriculum goals are measurable and aligned with assessment practices, making teaching intentional and outcomes-focused. Nair and Fahimirad (2019) note that Tyler's model has significantly influenced educational reforms by providing a practical and adaptable structure for creating responsive curricula that meet societal expectations and student needs while allowing for continuous refinement (Nair & Fahimirad, 2019). See Fig.2.5.

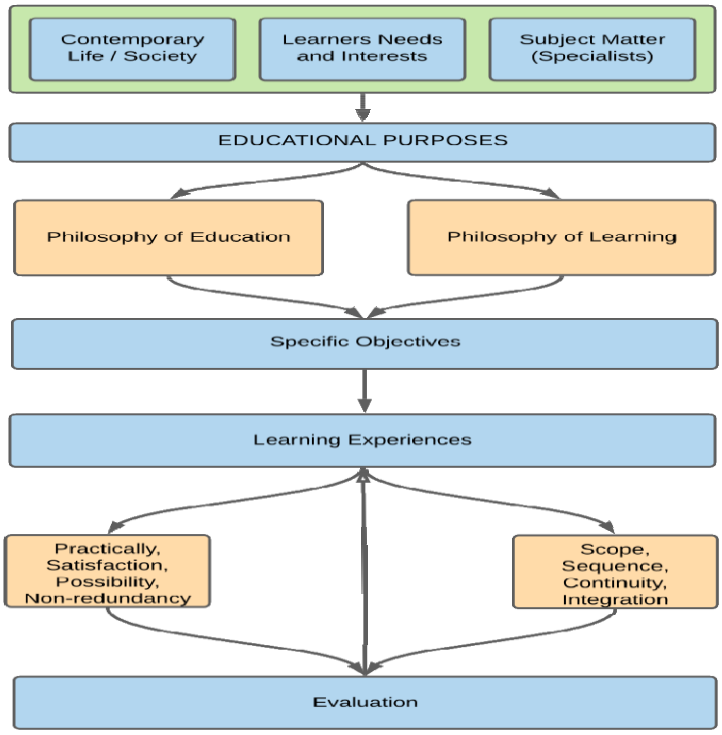


Figure 2.5. Tyler's model

2.5.3.2. John Kerr's Model

John Kerr's model, developed in 1960, builds on the foundational ideas of Tyler but places a stronger emphasis on adapting curricula to the demands of a rapidly changing technological landscape. Kerr, a British curriculum specialist, focuses on four core components: objectives, knowledge, school learning experiences, and evaluation. His model underscores the importance of integrating innovative pedagogy and technology to equip students with digital literacy and critical thinking skills essential for navigating a globalized, technology-driven world. Kerr advocates for flexible and adaptive curricula that transcend traditional content knowledge, prioritizing skills that enable students to address real-world challenges. Gamage et al. (2022) highlight the relevance of Kerr's insights in modern education, noting that his holistic approach ensures curricula remain dynamic and responsive to contemporary learner needs (Gamage et al., 2022). Kerr's model shares similarities with Tyler's and Wheeler's frameworks, particularly in its focus on the interconnectedness of curriculum components and

the flow of data between them, ensuring a cohesive educational experience. (Fig. 2.6.)

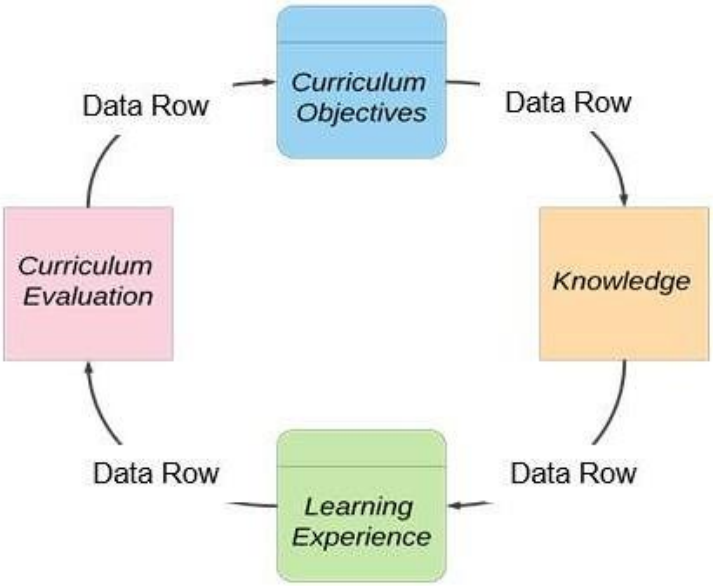


Figure 2.6. John Kerr's model

2.5.3.3. Hilda Taba's Model

Hilda Taba's curriculum model, introduced in 1962, offers a more detailed and student-centered approach, comprising seven distinct elements that guide the curriculum development process. These elements include diagnosing learners' needs, formulating objectives, selecting content, organizing content into concepts, main ideas, and facts, choosing appropriate learning experiences, organizing those experiences to support cognitive and affective development, and determining evaluation methods. Taba's model emphasizes the importance of tailoring curricula to the specific needs and contexts of students, ensuring that educational experiences are relevant and engaging. By starting with a diagnosis of learner needs, Taba's framework prioritizes responsiveness, making it particularly effective for diverse classroom settings. Her approach encourages educators to create curricula that foster both intellectual growth and emotional development, aligning with the broader goal of holistic education. Taba's model remains influential for its comprehensive and inclusive approach to curriculum design, providing a clear roadmap for educators to address varied learner requirements. (Fig.2.7)

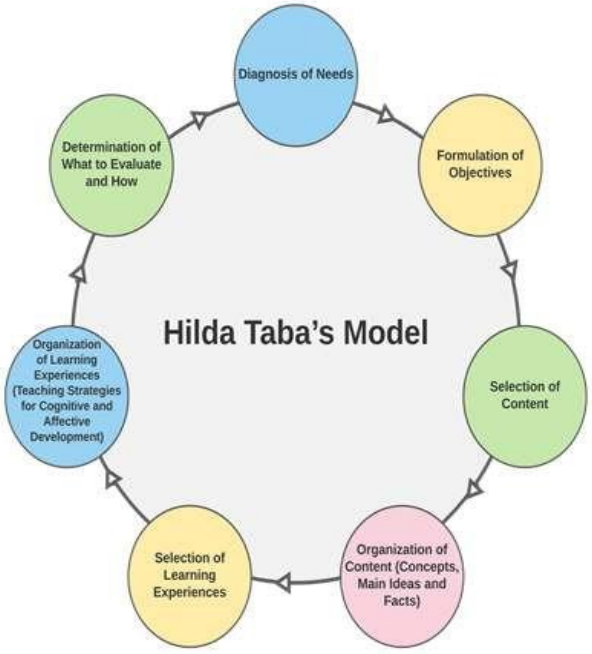


Figure 2.7. Hilda Taba's model

2.5.3.4. Wheeler's Model

Wheeler's model, developed in 1967, responds to perceived limitations in Tyler's linear framework by proposing a cyclical approach that highlights the interdependence of curriculum components. Wheeler argues that Tyler's model is overly vertical and simplistic, failing to account for the dynamic relationships between different parts of the curriculum. His cyclical model includes five key elements: defining purposes, goals, and objectives; selecting learning experiences; choosing learning content; organizing and integrating content and experiences; and evaluating outcomes. By emphasizing the iterative nature of curriculum design, Wheeler's model encourages continuous reflection and adjustment based on assessment results. This cyclical process ensures that curricula remain flexible and responsive to changing educational needs, fostering a more integrated and cohesive learning experience. Wheeler's framework is particularly valuable for its focus on rethinking curriculum aims in light of evaluation data, ensuring that educational programs evolve to meet both student and societal expectations. (Fig. 2.8).

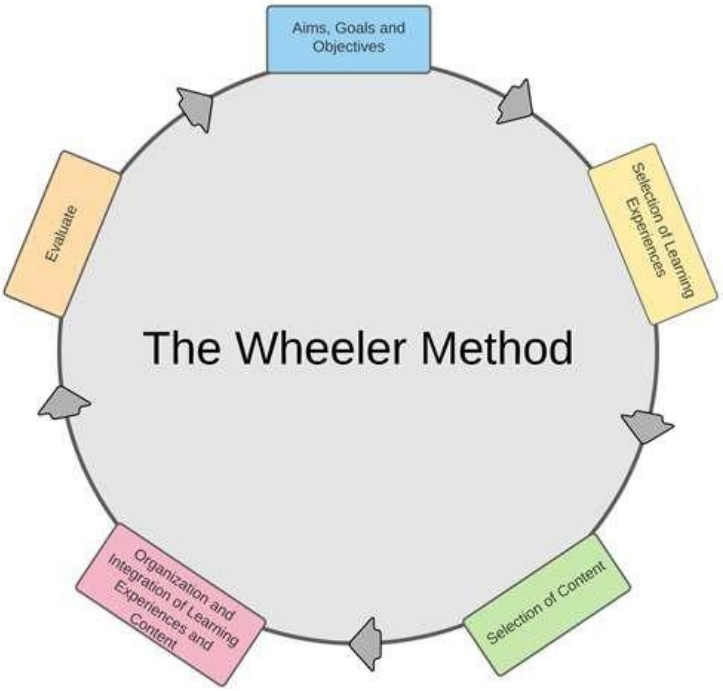


Figure 2.8. Wheeler's model

2.5.3.5. John Goodlad's Model

John Goodlad's model, introduced in 1970, takes a holistic and reflective approach to curriculum design, emphasizing the interconnectedness of curriculum, instruction, and assessment within the broader educational context. Goodlad argues that curriculum development extends beyond merely organizing content; it must consider the beliefs, values, and societal forces that shape pedagogy and student learning. His model encourages educators to reflect on the "what," "how," and "why" of teaching, fostering curricula that promote critical thinking, personal growth, and a lifelong passion for learning. Goodlad's framework incorporates five levels of decision-making—learner, institutional, individual, programmatic, and societal—and employs continuous formative evaluation to monitor progress at each stage. Power et al. (2020) note that Goodlad's model stands out for its use of scientific knowledge, explicit value statements, and organizing centers (specific learning opportunities) to create a dynamic and adaptive curriculum that prepares students to be active, reflective members of society (Power et al., 2020). See Fig. 2.9.

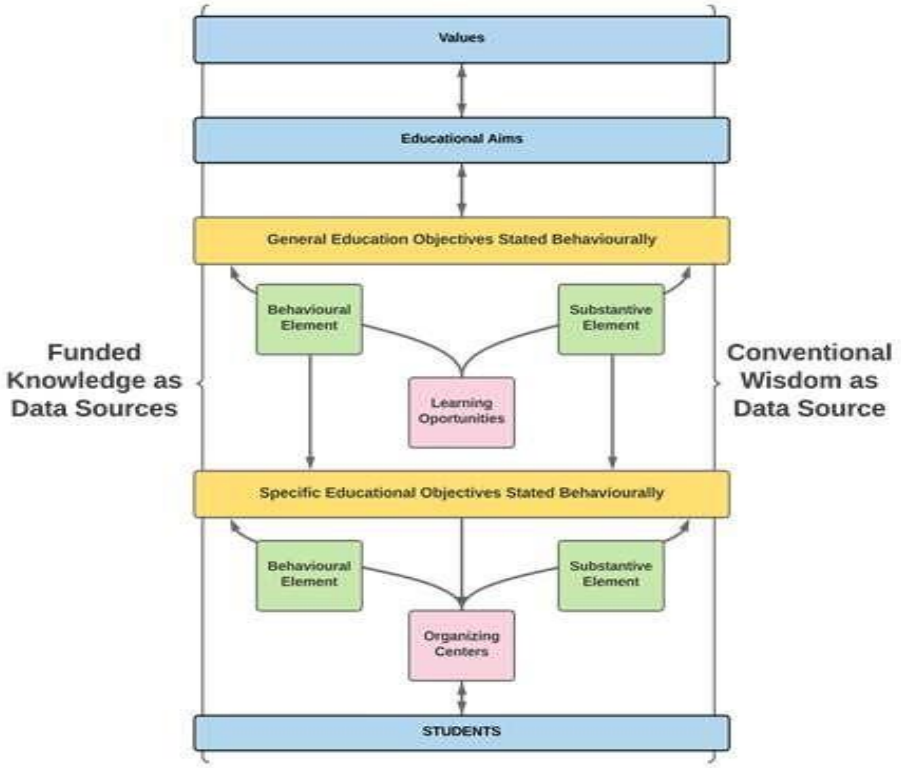


Figure 2.9. John Goodlad's model

2.5.3.6. TPACK Model

The TPACK model, proposed by Westbroek et al. (2019), represents a modern evolution of curriculum design, focusing on the integration of technology, pedagogy, and content knowledge to enhance teaching and learning. TPACK, which stands for Technological Pedagogical Content Knowledge, delineates seven areas of teacher knowledge: Technology Knowledge, Content Knowledge, Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge, and Technological Pedagogical Content Knowledge. This framework recognizes the importance of equipping educators to effectively incorporate digital tools into their teaching, particularly for tech-savvy students. Mishra and Koehler (2006) explain that TPACK emphasizes the interplay between content, pedagogy, and technology, enabling teachers to transform learning materials and support pedagogical goals through technology (Mishra & Koehler, 2006). By fostering a balanced integration of these elements, TPACK ensures that curricula are

relevant in a digital age, preparing students for technology-driven environments while maintaining a focus on meaningful learning outcomes. See Fig. 2.10.

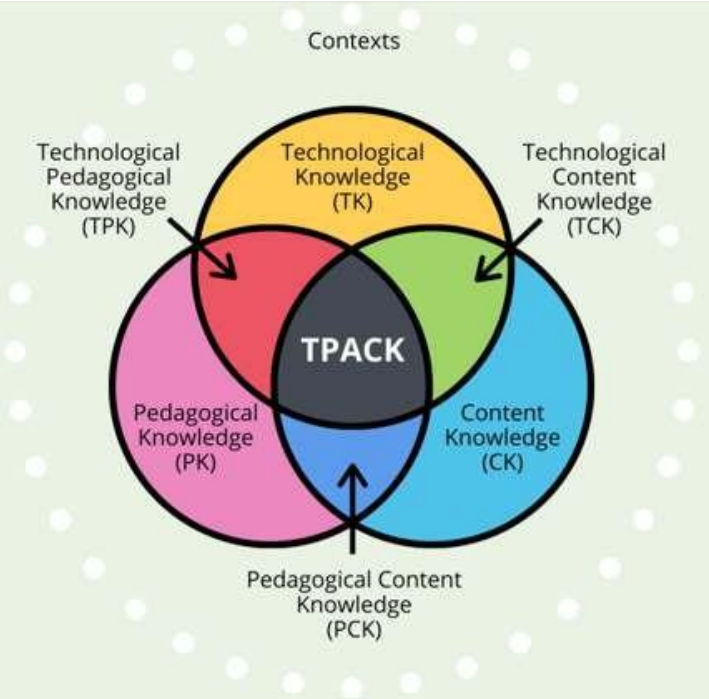


Figure 2.10. TPACK model

2.5.4. Indicators of Effective Curriculum Design

Indicators of effective curriculum design are essential for developing educational programs that successfully achieve learning objectives and empower students to reach their full potential. These indicators provide a framework for ensuring that the curriculum is purposeful, coherent, and responsive to the diverse needs of learners. Mahdavi et al. highlight the importance of clear and measurable learning objectives as a cornerstone of curriculum design, enabling educators to align content, teaching strategies, and assessments with students' cognitive development (Mahdavi et al., 2023). Beyond objectives, curriculum design encompasses a range of interconnected components, including lesson planning, teaching materials, learning methods, and evaluation, each playing a critical role in fostering meaningful educational experiences. By carefully integrating these elements, curriculum designers can create programs that not only impart knowledge but also promote critical thinking, engagement, and

lifelong learning skills, ensuring alignment with both educational standards and societal expectations.

2.5.4.1. Learning Goals

The establishment of clear and measurable learning goals is the foundation of effective curriculum design, providing direction for the entire educational process. These goals articulate the specific knowledge, skills, and competencies that students are expected to achieve by the end of the curriculum. Mahdavi et al. emphasize that well-defined learning objectives empower educators to create focused and purposeful instructional plans, ensuring alignment with students' cognitive and developmental needs (Mahdavi et al., 2023). For example, a curriculum for a science course might include goals such as understanding scientific inquiry or applying experimental methods, guiding the selection of content and activities. Clear learning goals also facilitate communication among educators, students, and stakeholders, setting expectations and providing a benchmark for assessing progress. By anchoring the curriculum in precise objectives, designers ensure that every component—content, instruction, and assessment—works cohesively to achieve meaningful educational outcomes, fostering student success and engagement.

2.5.4.2. Lesson Planning

Lesson planning is a critical component of curriculum design, serving as a detailed roadmap that translates learning goals into actionable instructional strategies. Effective lesson plans outline specific activities, timelines, and teaching techniques designed to facilitate the attainment of curriculum objectives. Yosepha et al. demonstrate that well-structured lesson plans can integrate elements like problem-solving tasks and critical thinking exercises, significantly enhancing students' higher-order thinking skills (Yosepha et al., 2023). For instance, a lesson plan for a history unit might include a mix of lectures, group discussions, and primary source analysis to deepen

understanding. Robust lesson planning also allows educators to anticipate challenges, such as varying student readiness or resource constraints, and adapt their approaches accordingly. By providing a structured yet flexible framework, lesson planning ensures that instruction is purposeful, coherent, and responsive, ultimately supporting the successful implementation of the curriculum.

2.5.4.3. Teaching Materials

Teaching materials are a vital element of curriculum design, encompassing the resources used to deliver content and facilitate learning experiences. These materials, which may include textbooks, digital tools, manipulatives, or multimedia resources, must be carefully selected to align with learning goals and engage students effectively. Murtaqiatusholihat et al. argue that an authentic learning approach, which incorporates real-world, relevant materials, enhances the impact of teaching resources, leading to improved student engagement and academic performance (Murtaqiatusholihat et al., 2023). For example, a language arts curriculum might use diverse texts, such as novels, articles, and videos, to cater to different learning preferences. The alignment of teaching materials with curriculum objectives ensures that content is accessible, culturally relevant, and supportive of varied instructional strategies. By enriching the learning environment with thoughtfully chosen resources, teaching materials play a key role in fostering a comprehensive and inclusive educational experience.

2.5.4.4. Learning Methods

Learning methods refer to the instructional strategies and approaches educators use to engage students and promote knowledge acquisition. The selection of appropriate methods is crucial, as it directly influences student motivation, participation, and retention of material. Stockdale et al. highlight the role of motivation in shaping effective learning experiences, noting that varied curricular approaches, such as cooperative learning, inquiry-based instruction, or

project-based tasks, can significantly enhance student engagement (Stockdale et al., 2024). For instance, a math curriculum might employ hands-on activities, group problem-solving, and technology-based simulations to address diverse learning styles. Flexible and inclusive learning methods are essential for accommodating the dynamic needs of a classroom, fostering an interactive and supportive environment. By prioritizing diverse instructional techniques, curriculum designers ensure that learning methods align with educational goals and empower students to actively participate in their learning journey.

2.5.4.5. Evaluation

Evaluation is a cornerstone of curriculum design, providing a systematic process for assessing whether learning goals have been achieved and identifying areas for improvement. This component involves measuring student understanding, skills, and competencies through a range of assessment techniques, including formative assessments, such as quizzes and reflections, and summative evaluations, like exams or projects. Iqbal et al. (2023) stress that ongoing evaluation is critical for maintaining educational effectiveness, offering insights into both student progress and the curriculum's overall impact. For example, a curriculum might use regular feedback from assignments to adjust instructional strategies or refine content delivery. Effective evaluation not only measures outcomes but also informs curriculum adjustments, ensuring that the program remains responsive to learner needs and educational trends. By embedding rigorous evaluation practices, curriculum designers uphold high standards and promote continuous improvement in teaching and learning.

The five dimensions of curriculum design—learning goals, lesson planning, teaching materials, learning methods, and evaluation—are deeply interconnected, each reinforcing the others to create a cohesive and effective educational framework. Learning goals set the stage, providing a clear vision that informs the development of lesson plans, the selection of materials, and the choice of instructional methods. Lesson planning translates these goals into

practical steps, ensuring that teaching is structured and purposeful, while teaching materials provide the tools needed to bring lessons to life, making content accessible and engaging. Learning methods determine how knowledge is delivered, fostering an interactive environment that caters to diverse learners, and evaluation closes the loop by assessing outcomes and guiding refinements. Hutahaean et al.'s (2022) multidimensional evaluation model illustrates this interconnectedness, incorporating metrics like context, design, implementation, and results to comprehensively analyze curriculum effectiveness. Together, these dimensions ensure that the curriculum is not only aligned with educational objectives but also adaptable to the evolving needs of students and the broader educational landscape.

In conclusion, the indicators of effective curriculum design—learning goals, lesson planning, teaching materials, learning methods, and evaluation—form a robust framework for creating educational programs that are purposeful, inclusive, and impactful. By integrating these dimensions, curriculum designers can develop programs that foster deep learning, critical thinking, and student engagement. The insights from scholars (e.g. Mahdavi et al., 2023; Yosepha et al., 2023; Iqbal et al., 2023) underscore the importance of a systematic and interconnected approach to curriculum design, ensuring alignment with student needs and educational standards. This comprehensive framework not only supports educators in delivering high-quality instruction but also empowers students to achieve meaningful outcomes, preparing them for success in an ever-changing world.

2.6. Teacher Competence

Teacher competence is a multidimensional concept that encapsulates various skills, knowledge, and attitudes necessary for effective teaching. At its core, teacher competence comprises pedagogical knowledge, content knowledge, and the ability to integrate these aspects into practice. Mahdavi et al. highlight the significance of cognitive flexibility in teaching, asserting that teachers should

adapt their pedagogical strategies to meet the cognitive and emotional needs of their students, ultimately enhancing learning outcomes Mahdavi et al. (2023). This flexibility is crucial in navigating the diverse challenges present in educational settings where classrooms consist of students with unique backgrounds and learning styles.

Furthermore, teacher competence extends beyond knowledge and adaptability; it also encompasses the application of effective teaching methods. As noted by Deng et al. (2024), pedagogical content knowledge (PCK) constitutes a vital element of teacher competence, enabling educators to design lessons that effectively convey subject content while engaging students in active learning. Teachers equipped with PCK can develop assessments and instructional strategies responsive to their students' needs, fostering an environment conducive to deep learning. This aspect underscores the importance of ongoing professional development and training to ensure educators remain updated on innovative teaching practices and pedagogical theories.

Moreover, effective teacher competence entails an understanding of curriculum design, wherein educators actively participate in shaping and implementing curricula that align with educational standards and goals. Sari and Setyaningsih (2023) emphasize the significance of educational curriculum planning models, highlighting the need for teachers to possess competencies that allow them to contribute effectively to curriculum development initiatives. Such involvement not only enriches the curriculum but also empowers teachers to take ownership of their practices, thereby enhancing their professional identity and sense of agency in the classroom.

Finally, evaluating and reflecting on teaching practices are crucial components of teacher competence. Continuous self-assessment enables educators to gauge their effectiveness and identify areas for improvement. As Guerra et al. (2024) explore, integrating project-based learning within the curriculum positively influences teachers' perceptions of their agency and effectiveness. Such evaluations foster enhanced teacher competence by

encouraging educators to be reflective practitioners who proactively seek feedback, adapt their teaching strategies, and innovate their curricular content in response to student needs and institutional goals.

In summary, teacher competence is a dynamic construct that integrates pedagogical knowledge, effective instructional strategies, active curriculum involvement, and reflective practices. By cultivating these competencies, educators can better address the diverse educational needs of their students, promote effective learning outcomes, and contribute to the continuous improvement of the educational environment. Ongoing professional development and reflective practices are essential in nurturing these competencies, thereby empowering teachers to adapt and excel in the ever-evolving field of education.

2.6.1. Core Components of Teacher Competence

Teacher competence is a multifaceted construct that underpins the ability of educators to deliver high-quality instruction and create meaningful learning experiences. It encompasses a range of skills and knowledge areas that enable teachers to meet the diverse needs of students while adapting to the evolving demands of the educational landscape. These core components work together to ensure that teachers can foster critical thinking, promote engagement, and support student development in both academic and personal domains. By cultivating these competencies, educators are better equipped to navigate the complexities of modern classrooms, integrate innovative practices, and contribute to the overall success of their students.

2.6.2. Pedagogical Competence

Pedagogical competence forms the foundation of teacher effectiveness, encompassing the knowledge and skills required to design, deliver, and assess instruction that promotes student learning. This includes the ability to create engaging, inclusive, and well-structured learning environments that cater to diverse learner needs. Safihu et al. highlight the growing importance of mastering

communication and information technology tools, noting that their integration into pedagogy can significantly enhance teaching outcomes by making lessons more interactive and accessible (Safihu et al., 2022). Pedagogical competence also involves employing varied instructional strategies, such as inquiry-based learning or differentiated instruction, to foster critical thinking and active participation. Additionally, effective classroom management skills ensure a supportive and organized environment, enabling teachers to address challenges and maintain focus on learning objectives. By honing these skills, educators can create dynamic classrooms that inspire and empower students.

2.6.3. Professional Competence

Professional competence refers to a teacher's deep understanding of their subject matter and their commitment to reflective practice, which allows them to continuously refine their teaching methods. This competence enables educators to convey complex concepts clearly and connect academic content to real-world applications, fostering deeper student understanding. González-Salamanca et al. emphasize that professional competence involves integrating core academic skills with teaching methodologies that promote education for sustainable development, ensuring that instruction is both relevant and forward-thinking (González-Salamanca et al., 2020). Ongoing professional development is critical for maintaining this competence, as it keeps teachers abreast of advancements in their field and emerging educational trends. By engaging in continuous learning, educators can adapt their practices to meet evolving standards, ensuring their teaching remains impactful and aligned with the needs of their students and society.

2.6.4. Social Competence

Social competence is a vital dimension of teacher effectiveness, focusing on the interpersonal skills that enable educators to build strong, positive relationships with students, parents, colleagues, and the broader school

community. This competence is essential for creating a collaborative and inclusive classroom environment where all students feel valued and supported. Effective communication, empathy, and cultural Glennan (2002) highlights the critical role of social competence in nurturing student engagement and motivation, noting that a teacher's ability to understand and respond to students' diverse backgrounds enhances classroom interactions. By fostering a supportive classroom climate, teachers encourage student engagement and motivation, which are critical for academic success. Social competence also facilitates collaboration with colleagues and community stakeholders, strengthening the educational ecosystem. Through these interactions, educators promote equity, respect, and a sense of belonging, creating environments where students can thrive both academically and socially.

2.6.5. Digital Competence

In the digital age, digital competence has become an indispensable component of teacher effectiveness, reflecting the ability to proficiently integrate technology into instructional practices. This includes using digital tools, such as learning management systems, multimedia resources, and educational apps, to enhance lesson delivery and student engagement. The importance of digital competence in navigating the opportunities and challenges of modern education focuses particularly in online and blended learning environments (Hermoso & Brobo, 2023). For example, teachers with strong digital competence can create interactive lessons using virtual simulations or foster collaboration through online platforms, enriching the learning experience. This competence also involves staying updated on technological advancements and ensuring that digital resources are used ethically and effectively. By leveraging technology, educators can transform teaching and learning dynamics, fostering creativity, accessibility, and innovation in their classrooms.

In conclusion, teacher competence is a dynamic and multidimensional framework comprising pedagogical, professional, social, and digital

competencies, each contributing to the creation of effective and inclusive learning environments. These core components enable educators to design engaging instruction, maintain expertise in their field, build supportive relationships, and harness technology to meet the demands of contemporary education. Insights from scholars like highlight the importance of continuous development in these areas to ensure teaching remains relevant and impactful (Safihu et al., 2022; González-Salamanca et al., 2020; Hermoso & Brobo, 2023). By cultivating these competencies through professional development and reflective practice, teachers can empower their students to achieve academic success and develop the skills needed to thrive in an ever-evolving world.

2.6.6. Pedagogical Skills and Strategies

Pedagogical skills and strategies form the cornerstone of effective teaching, serving as the foundation for creating engaging, inclusive, and impactful learning experiences that cater to diverse student needs. These skills encompass a teacher's ability to design and implement instructional approaches that foster deep understanding, critical thinking, and active participation among students. Rianti et al. highlight the efficacy of specific strategies, such as the chart strategy in teaching writing, which organizes information visually to enhance comprehension and retention (Rianti et al., 2022). By employing a variety of instructional methods, such as collaborative activities, problem-based learning, or scaffolding techniques, teachers can address different learning styles—visual, auditory, kinesthetic—and ensure that complex concepts are accessible to all students. This versatility not only captures students' interest but also promotes a deeper, more meaningful engagement with the subject matter, ultimately improving academic outcomes and fostering a love for learning.

The integration of innovative teaching aids and technologies is a critical aspect of modern pedagogical strategies, transforming traditional classrooms into dynamic, interactive learning environments. Multimedia resources, such as short videos, interactive simulations, and online platforms, enable educators to present

content in engaging and accessible ways that resonate with today's tech-savvy students. Jamil emphasizes that leveraging these tools is essential for developing 21st-century skills, including critical thinking, problem-solving, and digital literacy, which are vital for preparing students for the modern workforce (Jamil, 2024). For example, a history teacher might use virtual reality to immerse students in historical events, or a science teacher might incorporate data analysis software to enhance lab activities. By thoughtfully integrating technology, educators can foster collaboration, encourage creativity, and make learning more relevant to real-world contexts, thereby enriching the curriculum and enhancing student engagement.

Effective classroom management is another essential component of pedagogical skills, as it creates a supportive and structured environment where students feel safe to explore, express themselves, and engage with the material. The importance of managing strategies, such as those for reading comprehension, to build a nurturing classroom climate that encourages active participation and reduces learning barriers (Saragih, 2023). Skilled classroom management involves setting clear expectations, fostering respectful interactions, and addressing disruptions promptly and constructively. For instance, a teacher might use positive reinforcement to encourage participation or implement group activities to promote collaboration. By maintaining a balance between structure and flexibility, educators can respond proactively to students' emotional and academic needs, creating an inclusive environment that supports diverse learners and enhances overall engagement.

The ability to adapt instructional strategies to meet the unique needs of students is a hallmark of pedagogical expertise, enabling teachers to differentiate instruction and ensure equitable access to learning. This adaptability requires a deep understanding of student diversity—encompassing cultural backgrounds, learning abilities, and interests—and the ability to tailor teaching methods accordingly. For example, a teacher might use tiered assignments to accommodate varying skill levels or incorporate culturally relevant examples to

make content more relatable. This flexibility not only addresses individual learner needs but also fosters a sense of belonging, as students see their identities and experiences reflected in the curriculum. By prioritizing differentiation, educators can remove barriers to learning, promote inclusivity, and ensure that all students have opportunities to succeed, regardless of their starting point.

Continuous professional development is vital for refining pedagogical skills and keeping teaching strategies aligned with evolving educational standards and societal demands. Engaging in structured training, such as micro-teaching, allows educators to practice and refine their instructional techniques in a supportive environment with immediate feedback. Zulfikar et al. (2020) demonstrate that micro-teaching significantly enhances prospective teachers' competencies by providing opportunities to experiment with strategies, reflect on their practice, and make data-driven adjustments. Professional development also includes staying updated on educational research, attending workshops, and collaborating with colleagues to share best practices. By committing to lifelong learning, teachers can incorporate innovative approaches, such as inquiry-based learning or technology-enhanced instruction, ensuring their pedagogy remains relevant and effective in meeting student needs.

Reflective practice is a key mechanism for enhancing pedagogical skills, as it encourages teachers to critically evaluate their teaching methods and their impact on student learning. Through reflection, educators can assess the effectiveness of their strategies, identify areas for improvement, and adapt their approaches based on student feedback and performance data. For instance, a teacher might reflect on the success of a group project and adjust future activities to better support collaboration. Reflective practice fosters a growth mindset, enabling educators to view challenges as opportunities for professional growth. By embedding reflection into their routine, teachers can continuously refine their pedagogical strategies, ensuring that their instruction remains responsive to the dynamic needs of their students and the broader educational context.

The integration of these pedagogical elements—diverse instructional strategies, technology, classroom management, differentiation, professional development, and reflective practice—creates a robust framework for effective teaching. Each component complements the others, forming a cohesive approach that maximizes student engagement and learning outcomes. For example, a teacher who uses interactive digital tools (technology) within a well-managed classroom (management) can tailor activities to individual needs (differentiation) and refine their approach through professional development and reflection. This interconnectedness ensures that pedagogical strategies are not applied in isolation but as part of a holistic system that supports student success. By prioritizing these elements, educators can create learning environments that are inclusive, engaging, and aligned with the demands of modern education.

In summary, pedagogical skills and strategies encompass various approaches, including diverse instructional methods, the integration of technology, effective classroom management, and ongoing professional development. By prioritizing these components, educators can create more engaging, inclusive, and effective learning environments that meet the diverse needs of their students. Encouraging teachers to refine these skills through systematic training and reflective practices ultimately contributes to enriching the educational experience and maximizing student success.

2.6.7. Indicators of Effective Teacher Competence

Effective teacher competence is crucial in education as it directly influences student success. Four central indicators of effective teacher competence are classroom management, mastery of subject matter, teaching strategies, and the use of teaching media. These elements work synergistically to create an optimal learning environment.

2.6.7.1. Classroom Management

Classroom management is foundational to effective teaching. Good classroom management reduces disruptive behavior, maximizes instructional time, and fosters a positive learning atmosphere. Research has demonstrated that teachers with strong classroom management skills show higher efficacy in demanding educational settings, including virtual classrooms. A study on the competencies of physical education teachers found that educators felt adequately prepared in managing virtual classrooms, particularly in sustaining student engagement and managing online interactions (Işıkgöz, 2024; Işıkgöz, 2023). Furthermore, effective classroom management strategies have been linked to improved student academic performance, suggesting that well-managed classrooms yield better educational outcomes (Saracaloğlu & Altın, 2021; Kiogolo & Mtana, 2022). In essence, robust classroom management skills enable teachers to create structured and supportive environments essential for student learning.

2.6.7.2. Mastery of Subject Matter

Mastery of subject matter is another critical indicator of effective teaching. Teachers must possess a deep understanding of the content they deliver, as this expertise translates into the ability to create meaningful learning experiences for students. The Pedagogical Content Knowledge (PCK)-based approach integrates subject mastery with pedagogical strategies to enhance learning outcomes in complex subjects such as biochemistry (Sun et al., 2024). When teachers are confident in their subject area, they are better equipped to address diverse student inquiries and can tailor their instruction to meet various learning needs (Bujang et al., 2023). The ability to present content knowledge engagingly leads to increased engagement levels, fostering deeper learning and comprehension among students (Apak et al., 2021).

2.6.7.3. Teaching Strategies

The implementation of diverse teaching strategies is essential for addressing different learning styles and preferences. Educational frameworks that promote interactive and cooperative learning have been shown to enhance students' potential significantly. For instance, research indicates that employing multi-modal teaching approaches can improve comprehension and broaden students' knowledge bases, making learning more effective (Huang & Zheng, 2022; Ma, 2023). Moreover, effective teaching strategies that encourage active participation and feedback are associated with greater student satisfaction and engagement (Noguera et al., 2024). In diverse classrooms, utilizing a range of instructional techniques ensures that all students, regardless of their backgrounds or abilities, have the opportunity to succeed (Ishak et al., 2021; Saleh et al., 2022).

2.6.7.4. Teaching Media

The appropriate use of teaching media significantly contributes to teaching effectiveness. The integration of technology and innovative resources enriches the learning experience and makes it more accessible. Digital learning tools, such as multimedia presentations and interactive platforms, are now indispensable in modern education, facilitating dynamic interactions in both physical and virtual classrooms (Wu, 2023; Guo, 2024). Educators who effectively leverage these resources are more likely to maintain students' interest and reinforce learning objectives, underscoring the importance of selecting suitable teaching media aligned with learning goals (Wu & Tu, 2022). Thus, the combination of strong classroom management, subject matter mastery, effective teaching strategies, and appropriate use of teaching media forms the cornerstone of teacher competence, ultimately leading to enhanced educational environments.

In summary, effective teacher competence is a multifaceted construct that plays a pivotal role in student success, encompassing four key indicators: classroom management, mastery of subject matter, teaching strategies, and use of

teaching media. Classroom management forms the foundation of effective teaching, as evidenced by studies showing its positive correlation with student engagement and academic performance, particularly in virtual settings (Işıkgöz, 2023, 2024; Saracaloğlu & Altın, 2021). Mastery of subject matter ensures teachers can deliver content with confidence and adaptability, leveraging Pedagogical Content Knowledge (PCK) to enhance learning in complex disciplines like biochemistry (Sun et al., 2024; Bujang et al., 2023). Teaching strategies must be diverse and interactive to cater to varied learning styles, with research highlighting the efficacy of multimodal and cooperative approaches in boosting comprehension and engagement (Huang & Zheng, 2022; Noguera et al., 2024). Finally, the strategic use of teaching media, including digital tools, enriches accessibility and interactivity, making learning more dynamic and aligned with contemporary educational demands (Wu, 2023; Guo, 2024). Together, these elements create a synergistic framework that fosters optimal learning environments, demonstrating that teacher competence is not merely about individual skills but their integrated application to maximize student outcomes.

2.7. Teaching Style

Teaching style is a multifaceted concept that encompasses a range of approaches employed by educators to facilitate learning. It is defined as the unique way in which an instructor delivers educational content, interacts with students, and engages them in the learning process. This notion is supported by various theories that categorize teaching styles based on specific pedagogical frameworks. For instance, the spectrum of teaching styles theorized proposes a continuum from teacher-directed to student-centered approaches, highlighting how certain styles can affect educational outcomes (Pill et al., 2023). Furthermore, Hernández et al. (2020) emphasize the role of teaching styles in shaping students' motivations and outcomes, suggesting that a teacher’s interpersonal style can significantly influence students’ engagement levels.

The influence of teaching styles extends beyond mere content delivery; they play a crucial role in accommodating diverse learning needs and preferences. Research indicates that effective educators tailor their approaches based on the cognitive styles and learning preferences of their students (Yana-Salluca et al., 2021) Alalouch (2021). For example, Alalouch (2021) argues that accommodating diverse cognitive styles can enhance pedagogical effectiveness and thereby improve academic performance (Yana-Salluca et al., 2021). Complementarily, the interaction between teaching and learning styles is dynamic, requiring continual adaptation to student feedback and engagement levels (Hernández et al., 2020; Hydrie et al., 2021). Such adaptability is particularly pertinent in higher education settings, where students often possess varying degrees of familiarity with course material (Hydrie et al., 2021).

Moreover, contemporary pedagogical approaches recognize the importance of integrating various instructional strategies to meet the diverse needs of learners. A mixed-method teaching style can cater to different learning scenarios, providing students with opportunities for collaboration while allowing for individual exploration (Simangunsong, 2020). In this context, the implementation of autonomy-supportive teaching styles has been shown to foster a positive learning environment, reducing anxiety and enhancing student satisfaction (Muniyapillai et al., 2023; Junaedi, 2022). Thus, educators must be equipped with a repertoire of teaching strategies to effectively foster an inclusive learning environment that promotes student engagement and success. Pill et al., (2023) advocate five main types of teaching styles and methods that instructors use. These include: the authority method (the lecture style), the demonstrator method (the coaching style), the facilitator style (the activity or action method), the delegator style (the group method) and the hybrid method (blended learning).

In sum, teaching style is a critical factor in educational effectiveness, intertwined with student motivation, learning preferences, and overall classroom dynamics. It involves not just the transmission of knowledge, but also the cultivation of an environment conducive to learning. By embracing a variety of

teaching styles and continuously adapting them based on student feedback, educators can enhance educational experiences, ensuring that learning is both effective and enjoyable. The ongoing development of teaching models, such as the Spectrum of Teaching Styles, serves as a valuable resource for educators aiming to refine their instructional practices and ultimately improve student outcomes (Pill et al., 2023).

2.7.1. Characteristics of Effective Teaching Style

Effective teaching styles are characterized by a variety of attributes that facilitate meaningful learning experiences and foster student engagement. A key characteristic is the adaptability of educators to tailor their teaching approaches to meet the diverse needs of learners. Research indicates that teachers who recognize and adjust their instructional strategies according to students' learning preferences create environments that enhance student motivation and academic performance (Narvacan & Metila, 2022). This adaptability also involves a keen awareness of classroom dynamics and the ability to encourage collaborative learning, which has been shown to promote deeper understanding and retention of material (Aypay et al., 2021).

Another important attribute of effective teaching is the quality of communication employed by educators. In online or hybrid teaching settings, for example, the use of clear and engaging language is vital for promoting student interactions (Narvacan & Metila, 2022). As Long and Porter (1985) suggest, successful teaching hinges on the nature of classroom discourse, including how teachers utilize their authority to foster communicative exchanges that increase student participation (Narvacan & Metila, 2022). Effective teachers employ various interaction techniques that prioritize student voices and encourage a two-way dialogue within the classroom (Li & Agyeiwaah, 2022), thereby creating an inclusive and participatory learning environment.

Effective teaching also requires a level of emotional intelligence, which influences the ability to connect with students and create a supportive learning

atmosphere. Educators with high emotional competence tend to better understand and respond to students' emotional and academic needs, enhancing the overall learning experience (Ahmady & Khani, 2022). Additionally, the capacity to inspire and motivate students is a hallmark of effective teaching. (Aypay et al., 2021) highlight the significance of leadership qualities in educators, which contribute to their effectiveness in fulfilling educational objectives and inspiring students to achieve their best (Aypay et al., 2021).

Lastly, continuous professional development of teachers plays a critical role in fostering effective teaching styles. Engaging in reflective practice and ongoing training enables educators to incorporate innovative teaching strategies and stay current with pedagogical advancements (Karim, 2021). This commitment to lifelong learning not only enhances teachers' knowledge and skills but also positively impacts students by creating a dynamic learning environment that evolves to meet educational demands (Nuankaew & Nuankaew, 2020). Thus, the ability to adapt, communicate effectively, connect emotionally, and engage in professional growth are essential characteristics that define an effective teaching style.

2.7.2. Factors Influencing Teaching Style

The teaching style of educators is profoundly influenced by a myriad of factors that collectively shape the effectiveness of the educational experience. One of the primary determinants is the teachers' self-efficacy and self-perception regarding their teaching capabilities. Research has shown that teachers with higher self-efficacy tend to favor interactive and student-centered teaching styles, which foster higher student engagement and participation Amirian et al. (2022). Conversely, teachers who lack confidence in their abilities may resort to more traditional styles, such as direct instruction, as a means of managing their classroom and maintaining authority (Enríquez et al., 2021). This correlation highlights the psychological dimensions affecting pedagogical choices,

suggesting that educators must cultivate their self-concept to optimize their teaching approaches.

Another critical factor influencing teaching style is the educational context within which an educator operates. Socio-cultural and institutional dynamics heavily influence how teachers perceive their roles and the styles they adopt (Enríquez et al., 2021). Teachers in supportive environments that encourage innovation and flexibility are more likely to experiment with diverse pedagogical techniques. In contrast, those in rigid systems may default to familiar methods that align more closely with their comfortable teaching identities (Llanos, 2020). This environmental impact underlines the necessity for educational institutions to foster climates that encourage adaptive teaching practices and allow for creative instructional methods.

Moreover, the diverse learning styles of students necessitate careful consideration of teaching methods. It has been emphasized that understanding the varying preferences among students can lead to more effective teaching styles that cater to these differences (Gao, 2021; Limiñana & Soler, 2024). When teachers recognize the need to adjust their approaches to accommodate individual learning styles—such as kinesthetic, auditory, or visual—they significantly enhance students' academic performance and satisfaction with the learning process (Balaraman & Shah, 2022). The interaction between teaching styles and students' learning needs underscores the importance of targeted instruction that respects and utilizes these differences for better outcomes (Sari et al., 2020).

Professional development and continuous training of teachers also play a crucial role in shaping effective teaching styles. Research indicates that ongoing professional education helps teachers stay updated with current pedagogical trends and methodologies (Ardika et al., 2023). This aspect is linked to teachers' ability to adapt their teaching styles to move beyond conventional methods and experiment with innovative instructional strategies, thereby enriching their classroom dynamics (Mohammadi et al., 2024). Investing in teachers’

professional growth is essential, as it directly correlates with improved teaching efficacy and, subsequently, student achievement.

Finally, external factors such as curricular guidelines and administrative policies substantially impact teaching styles. Teachers often find themselves adapting their methods to comply with standardized curricula and assessment requirements, which can limit their pedagogical flexibility (Moy, 2025; Husin et al., 2023). Understanding and navigating these external pressures while maintaining a focus on student-centered teaching is a significant challenge for educators. Consequently, it is imperative for educational institutions to create policies that support diverse teaching methods and prioritize individual teachers' autonomy while aligning with curricular objectives. This holistic approach ensures that teachers can implement effective practices that not only meet educational standards but also resonate with the varied needs of their students.

2.7.3. Impact of Teaching Style on Student Learning

The impact of teaching style on student learning is profound and multifaceted, influencing not only academic performance but also student engagement and satisfaction. One significant aspect of teaching style is the alignment between educators' methods and students' learning preferences. Research indicates that when teachers adopt a style that resonates with their students' preferred modes of learning, such as visual, auditory, or kinesthetic approaches, students are more likely to engage actively and achieve higher levels of understanding and retention of information (Yana-Salluca et al., 2021). Understanding these dynamics is crucial, as tailoring teaching methods to meet diverse learning styles can enhance educational outcomes and foster a more inclusive classroom environment (Madhu 2023; Baherimoghadam et al., 2021).

Another important factor is the reinforcement of teaching styles that encourage active learning. For instance, the use of interactive techniques, such as reciprocal teaching and self-check methods, has been shown to significantly enhance student comprehension and involvement (Miletić et al., 2023). These

styles encourage students to take an active role in their learning process, which not only supports better retention but also builds confidence and critical thinking skills. On the contrary, more traditional, teacher-centered approaches can lead to passive learning attitudes among students, where they may merely memorize information without developing a deeper understanding of the subject (Mateos, 2023; Sevilmiş & Yıldız, 2021). Thus, a shift towards student-centered teaching styles can be pivotal in fostering a more engaging and fruitful learning atmosphere.

Moreover, the integration of varied teaching styles is essential in addressing the multidimensional nature of learning objectives. Educational researchers argue that no single teaching style can effectively meet all curriculum goals (Yanık et al., 2023), suggesting that a blend of instructional methods is necessary. For example, physical education teachers benefiting from mixed teaching methods—such as command and collaborative styles—have reported improved student performance and satisfaction (Miletić et al., 2023; Ross & Pascale, 2020). This variety not only accommodates different learning preferences but also keeps the teaching approach dynamic, catering to the varying needs of students throughout the learning process.

The philosophy behind teaching styles also plays a crucial role in their effectiveness. Teachers' personal beliefs about education significantly influence their choice of teaching methods. Research indicates that educators who adopt constructivist philosophies that favor inquiry-based teaching are more likely to engage students in meaningful learning experiences compared to those who follow traditional pedagogy (Parsak et al., 2024; Loveta et al., 2020). This philosophical alignment impacts how teachers perceive their role in the classroom and the expectations they set for their students. Consequently, an awareness of these philosophical underpinnings can guide educators in selecting more effective teaching styles that inspire student engagement and foster academic success.

Lastly, continuous professional development and training are vital for teachers to refine their teaching styles and adapt to evolving educational demands. Ongoing professional development encourages educators to explore and adopt innovative teaching strategies, thus directly impacting student learning experiences (Chakrabarti & Fredriksson, 2022). By investing in their pedagogical skills, teachers not only enhance their own efficacy but also contribute to creating a classroom environment that promotes active learning and critical thinking. Furthermore, effective training programs can equip educators with the tools needed to incorporate technology and facilitate blended learning, thus catering to a broader spectrum of learning styles among students (Shamsuddin & Kaur, 2020).

In conclusion, the impact of teaching style on student learning is substantial, weaving together elements of personal classroom dynamics, philosophical beliefs, and ongoing professional development. This interplay determines not only how knowledge is transferred but also the overall educational experience of students. A deep understanding of student learning preferences, combined with a commitment to adopting varied and effective teaching strategies, enables educators to create meaningful learning environments that foster engagement and achievement across diverse student populations.

2.7.4. Indicators of Effective Teaching Style

The effectiveness of a teaching style can be assessed through various indicators that highlight the roles of instructors, demonstrators, facilitators, and delegators in fostering student learning. The instructor’s role centers on structured content delivery, where clarity and authority are key. Effective instructors combine deep subject knowledge with the ability to break down complex ideas, ensuring comprehension (Dhillon & Kaur, 2023). Additionally, maintaining student engagement through interactive discussions and emotional regulation enhances learning outcomes (Wang et al., 2023).

2.7.4.1. The Instructor's Role

The instructor's primary function is to deliver knowledge in an organized and authoritative manner. Strong subject expertise and clear communication are essential, as they help students grasp difficult concepts (Dhillon & Kaur, 2023). Beyond mere lecturing, effective instructors foster an interactive classroom where students feel comfortable participating. Research by Wang et al. (2023) emphasizes that traits like emotional regulation and resilience in teachers help sustain student interest and improve instructional effectiveness.

2.7.4.2. The Demonstrator's Role

Demonstrators enhance learning by modelling skills and processes, allowing students to observe and practice. This approach is particularly valuable in hands-on disciplines like science and physical education, where visual and experiential learning are crucial (Anwar et al., 2021). Effective demonstrators not only showcase techniques but also guide students in applying them, reinforcing understanding through active participation (Li et al., 2023).

2.7.4.3. The Facilitator's Role

Facilitators prioritize student-centered learning, encouraging exploration and critical thinking. By promoting dialogue and collaborative problem-solving, they empower students to take ownership of their education (Hwang et al., 2020). Studies show that this approach boosts engagement and motivation, as students develop deeper comprehension through inquiry-based methods (Dhillon & Kaur, 2023). Effective facilitation relies on strong communication and adaptive teaching strategies that cater to diverse learning needs.

2.7.4.4. The Delegator's Role

Delegators adopt a more autonomous approach, assigning tasks that require independent or group work. This style fosters self-directed learning, problem-solving, and accountability (Burns & Williams, 2023). Research

indicates that students in such environments exhibit higher satisfaction and achievement, as they gain confidence in managing their own learning (Tan et al., 2025). Delegation thus plays a critical role in developing lifelong learning skills.

Finally, combining these roles significantly enhances teaching effectiveness and the overall educational experience. Teachers who adeptly navigate between being an instructor, demonstrator, facilitator, and delegator can adapt their teaching style to meet the diverse needs of their students, leading to improved academic outcomes (Ahmadi et al., 2021; Saleem et al., 2020). This flexibility reflects a profound understanding of pedagogical strategies and aligns instruction with students' varied learning preferences. Ultimately, an effective teaching style that incorporates these roles not only supports student success but also contributes to the development of a positive classroom climate conducive to lifelong learning.

2.8. English Achievement

English achievement refers to the measurable performance and proficiency of students in the English language, encompassing various components such as reading, writing, speaking, and listening skills. According to Thi and Duong (2024) English achievement can be quantified through students' average grades in English-related subjects, which serve as indicators of their understanding and command of the language throughout their educational journey. This definition underscores the importance of assessments in evaluating student progress and provides a framework for educators to identify areas needing improvement in English language instruction.

Several factors influence English achievement, one of which includes teaching management practices. Well-prepared instructors positively impact students' academic performance in English language learning (Srisopha, 2022). By employing effective teaching strategies—such as preparing lesson plans, providing engaging materials, and utilizing assessments to gauge understanding—teachers can significantly enhance students' language skills. This

highlights the critical role that instructional quality plays not only in fostering better academic outcomes but also in motivating students to engage actively with English language learning.

Another vital element contributing to English achievement is the integration of information technology in teaching practices. Huang's (2022) research demonstrates that the incorporation of modern technologies, such as artificial intelligence, into English language instruction has transformed traditional teaching methods, thereby improving students' language acquisition and proficiency. Digital tools can provide personalized learning experiences, adapt content to various learning styles, and facilitate interactive learning environments that contribute to achieving higher levels of English competence. Thus, the use of technology in education is seen as an important trend that enhances students' engagement and mastery of the English language.

Motivation is also a fundamental factor in fostering English achievement. Motivation significantly influences students' experiences in learning English (Zulfa & Suryaman, 2022). A motivated learner is more likely to exert the effort necessary to improve their language skills, engage in supplementary learning activities, and persist through challenges. Internal factors such as a genuine interest in the language and external factors, including support from peers and teachers, play essential roles in fostering this motivation. The interplay between students' motivation and their achievement in English exemplifies the importance of creating a supportive learning environment that nurtures enthusiasm for language learning.

In conclusion, the definition of English achievement extends beyond mere assessment scores; it encapsulates various interrelated factors that influence students' success in mastering the language. Effective teaching practices, the integration of technology, and motivation are crucial determinants that collectively impact students' performance in English. As educators strive to enhance English language proficiency, a comprehensive understanding of these factors is essential. By recognizing the diverse elements that contribute to

English achievement, teachers can develop tailored instructional strategies that meet the needs of their students, ultimately fostering a more enriching and effective learning experience.

2.8.1. Key Factors Influencing English Achievement

Key factors influencing English achievement among students are multifaceted, encompassing various pedagogical, psychological, and contextual elements. One of the core determinants is the quality of instruction provided by educators. Srisopha (2022) highlights that effective teaching management—including lesson preparation, the use of diverse instructional materials, and the active engagement of students—significantly correlates with improved academic performance in English language learning. Instructors who prepare thoroughly and adapt their teaching approaches to align with students' learning needs can make a substantial difference in their students' understanding and retention of the English language. This underscores the vital role that teaching methods play in shaping students' academic experiences and outcomes.

Another significant factor is the motivational landscape within the educational environment. Research by Shaojie et al. (2025) stresses the importance of aligning educational support with students' individual achievement goals to enhance English proficiency. Understanding that students possess varying aspirations motivates educators to tailor their teaching strategies, thereby fostering a learning atmosphere where all students feel encouraged to achieve their personal goals. This student-centered approach not only aids in skill development but also nurtures a mindset conducive to high-performance levels in English language competency. The interaction between student motivation and tailored instructional strategies demonstrates the importance of recognizing and addressing individual differences in educational settings.

The integration of technology into English teaching practices has also emerged as a critical factor. Zhang's (2023) research advocates for the application of network teaching platforms, which can greatly enhance the

effectiveness of English classroom instruction through structured and interactive digital resources. Such platforms facilitate knowledge transfer, interactive learning, and continuous assessment, supporting a more engaging learning environment. The integration of technology in English language education not only enriches content delivery but also equips students with necessary digital literacy skills essential for success in the modern world. This technological advancement plays a crucial role in achieving English proficiency by making learning more accessible and enjoyable.

Furthermore, teacher motivation and attitude toward teaching significantly impact student English achievement. Taib et al. (2021) emphasize the necessity of teachers acting as motivators who encourage students to practice their language skills in real-world contexts. When educators adopt an enthusiastic and supportive teaching style, they not only enhance student engagement but also help build students' confidence in using the English language. This intrinsic motivation is critical for language acquisition, as it enables students to persist through challenges and actively participate in their learning processes. The relationship between teacher motivation and student achievement demonstrates how vital educator engagement is to students' success in English language learning.

Lastly, contextual factors such as classroom environment and students' socio-cultural backgrounds also influence English achievement. Dhona (2020) states that students' motivation and attitudes they harbor towards language learning are closely related to their success in learning English. Supportive and culturally responsive classrooms can bridge gaps in language proficiency by acknowledging students' unique backgrounds and integrating culturally relevant materials. Understanding how external factors impact language learning further emphasizes the necessity for educators to cultivate inclusive environments that cater to diverse student needs, thus promoting higher levels of English achievement.

In summary, English achievement is shaped by a complex interplay of instructional quality, motivational dynamics, technology integration, teacher effectiveness, and contextual factors. These elements collectively influence students' proficiency in English and their overall educational experiences, suggesting that a holistic approach to language teaching can lead to improved student outcomes.

2.8.2. Components of English Language Proficiency

Components of English language proficiency encompass a blend of linguistic skills, cognitive abilities, and socio-cultural understanding that are essential for effective communication in English. The primary components include listening, speaking, reading, and writing skills, each contributing uniquely to a learner's overall proficiency. According to Huang (2022), the integration of information technology in English teaching enhances these skills by providing interactive platforms for practice and assessment, which facilitate better student engagement and language retention. This illustrates how modern tools can augment traditional learning methods to improve students' mastery of English.

Moreover, motivation plays a crucial role in cultivating English language proficiency. Research by Zulfa and Suryaman (2022) emphasizes that motivation—what drives students to learn English—directly affects their engagement and persistence in mastering the language. When learners are intrinsically motivated, they often exhibit enhanced learning outcomes, as their desire to succeed propels them to actively participate in language practice. This intrinsic motivation, coupled with supportive teaching practices, can lead to deeper understanding and greater proficiency in the English language.

In addition, external factors such as educational context and quality of instruction heavily influence language proficiency. Findings by Kanamitie et al. (2023) suggest that students who are exposed to high-quality instruction in English consistently demonstrate better academic performance, not only in

language-specific assessments but also across other subject areas. This indicates that the classroom environment, including teacher qualifications and teaching methods, can significantly shape students' linguistic abilities and overall academic success.

Another vital component of English language proficiency is the consistent use of academic language, which is crucial for higher education contexts. As observed in the work by Santos et al., (2024) proficiency in English as a second language is increasingly tied to students' ability to engage with academic texts and participate in scholarly conversations, given English's role as the lingua franca in global academia. This highlights the necessity for learners to adopt advanced language skills that support effective communication in diverse settings, especially in academic and professional interactions.

Lastly, continuous assessment and feedback are pivotal in developing English language proficiency. Utilizing assessments tailored to measure specific components of language skills allows educators to identify students' strengths and weaknesses, facilitating targeted interventions. The Aptis test, mentioned by Shin et al., (2021) provides a comprehensive evaluation of English language competence across various domains. Regular assessment not only helps gauge proficiency levels but also motivates students by providing clear benchmarks for improvement. Thus, these components collectively establish a comprehensive framework for understanding and enhancing English language proficiency, emphasizing the interplay between skills, motivation, context, and assessment.

2.8.3. Strategies to Enhance English Achievement

Enhancing English achievement among students requires implementing a variety of effective strategies across different contexts and levels of education. One of the critical strategies highlighted by Yang and Pu (2022) involves the utilization of blended learning environments, where traditional face-to-face instruction is combined with online learning activities. Their research indicates that adaptability to blended learning significantly correlates with students'

engagement and emotional investment in their learning process, ultimately leading to improved academic achievement in English. By facilitating a flexible learning space that integrates technology, students can access resources tailored to their needs, thus fostering a more personalized and effective language learning experience.

Moreover, fostering students' learning independence emerges as another vital strategy in enhancing English achievement. Research conducted by Ridwan and Fitriani (2021) demonstrates that independent learning strongly correlates with academic performance in English, especially evident during the COVID-19 pandemic. Encouraging students to take responsibility for their learning journey not only boosts their confidence but also promotes critical thinking and problem-solving skills. As students engage more independently, they become more proficient in navigating the complexities of the English language, leading to better achievement outcomes.

Creating a supportive school environment is instrumental in promoting English language proficiency. Singh and Singh (2024) emphasize the importance of school adjustment and study habits in influencing students' English language achievement. When students experience positive peer relationships, adequate teacher support, and effective classroom engagement strategies, they are more likely to feel motivated and secure in their learning environment. Establishing a nurturing school climate that prioritizes these aspects can significantly enhance students' academic performance and their competence in English.

Additionally, cultivating intrinsic motivation within students is paramount in driving their commitment to learning English. The work of Zulfa and Suryaman (2022) highlights that motivation to learn English closely links to students' success. Educators must empower students by fostering an environment in which they recognize the value of English proficiency in their personal and academic lives. This can be achieved through goal-setting exercises and by implementing culturally relevant curriculum materials that resonate with students' interests and real-life experiences.

Finally, continuous assessment and feedback are critical elements in strategies aimed at enhancing English achievement. Implementing regular assessments allows students to track their progress and receive constructive feedback, which is essential for understanding their strengths and areas for improvement. The work of Zhang (2022) supports the notion that timely feedback in educational contexts promotes sustained engagement and learning. By integrating formative assessments into the learning process, teachers can provide targeted interventions that address individual learning needs, ultimately leading to improved English proficiency among students. Collectively, these strategies create a robust framework for enhancing English achievement, underscoring the importance of holistic approaches that engage learners substantively.

2.8.4. Indicators of Successful English Achievement

The indicators of English achievement are essential metrics that shed light on students' proficiency and competency in the language. These indicators provide a framework for assessing how well learners are mastering various aspects of English, from understanding complex texts to expressing ideas effectively. By evaluating these key areas, educators can identify strengths, address weaknesses, and tailor instruction to meet individual needs, ultimately fostering a deeper command of the language.

2.8.4.1. Vocabulary

Vocabulary acquisition stands out as a fundamental aspect of English achievement. A robust vocabulary allows learners to comprehend more complex texts, articulate thoughts clearly, and engage in meaningful conversations. As noted by Angraeni et al., (2024) enhancing vocabulary instruction through targeted strategies can significantly improve students' overall language learning outcomes in English. Educators are encouraged to create environments rich in

linguistic exposure and practice opportunities, allowing students to expand their lexical knowledge systematically and apply it in real-world contexts.

2.8.4.2. Grammar

Grammar is another critical indicator of English achievement, capturing students' ability to understand and utilize the structural components of the language. Effective grammar knowledge equips students with the ability to form accurate sentences, which is essential for both written and spoken communication. According to Laoli et al., (2023) teaching strategies that incorporate inquiry-based learning frameworks have shown to enhance students' grammatical understanding. By focusing on problem-solving and real-world applications, this pedagogical approach fosters deeper comprehension of grammatical rules and their applications, ultimately contributing to improved English proficiency.

2.8.4.3. Reading

Reading skills constitute another essential indicator of English achievement. Proficient reading empowers students to decode and interpret various texts, thereby facilitating comprehension across subjects. Bai et al. (2025) emphasized that engagement with reading materials significantly influences students' English learning achievements, particularly when students employ self-regulated learning strategies. Encouraging diverse reading experiences, alongside fostering metacognitive awareness, can lead to improved reading proficiency and a greater understanding of contextual vocabulary and grammar, which are vital for academic success.

2.8.4.4. Writing

Writing as a key indicator of language achievement, reflects students' ability to express their ideas coherently and creatively. Writing tasks typically require a combination of vocabulary, grammar, and reading comprehension skills

to convey meaningful messages effectively. As demonstrated in the research by Kazi et al., (2022) the implementation of strategic writing instruction, which includes feedback mechanisms and collaborative writing exercises, can significantly enhance students' writing capabilities. Moreover, fostering metacognitive strategies in writing tasks, as noted by Winarsih et al., (2021) can help students to self-assess their work and improve their written communication skills through reflective practices.

In conclusion, the indicators of English achievement—vocabulary, grammar, reading, and writing—are interconnected components that collectively contribute to a learner's proficiency in the language. Holistic educational approaches that incorporate targeted instruction in these areas, alongside fostering student motivation and engagement, are crucial for enhancing English achievement. By implementing strategic interventions across these indicators, educators can effectively support students in their English language learning journey and pave the way for sustainable academic success in the language.

2.9. Previous Research

Earlier research lays the groundwork for grasping the context and essential concepts pertinent to this study. Examining previous investigations allows for the identification of gaps in knowledge, exploration of methodologies, and recognition of findings that support the goals of the current research. These prior works act as a benchmark for evaluating the evolution of theories, the use of frameworks, and the success of strategies within the selected area of investigation. Through this process, the study seeks to expand on existing research while tackling specific aspects that need further exploration. See table 2.2.

Table 2.2. Previous Research

No	Researcher and Year	Aims/Purposes	Method	Population & Sample	Technique Analysis Data	Result
1	Latif et al., (2024)	Examine the impact of genre-based instruction on Saudi university students' English argumentative and classification essay writing performance and their writing motivation dimensions (writing apprehension, anxiety, self-efficacy, and self-concept).	Quantitative (quasi-experimental)	21 Saudi university EFL students (non-random sampling)	Pre- and post-instruction data analysis, open-ended questionnaire	Genre-based instruction significantly improved students' writing performance and motivation dimensions, with varying gains across writing quality and motivational variables; students reported positive learning and motivation improvements.
2	Zohbie & Bhowmik, (2024)	Argue that a genre-based approach to L2 writing instruction is beneficial for elementary ELLs by being phased, experiential, goal-oriented, and promoting self-efficacy and autonomy.	Qualitative	Elementary English language learners (ELLs)	Scholarship review and theoretical analysis	Genre-based approach is a boon for ELLs, supporting language and writing skill development through structured, experiential, and goal-oriented methods, enhancing self-efficacy and autonomy.
3	Philippakos, (2022)	Examine whether primary-grades teachers continued to use genre-based strategy instruction, how they adapted it, and its integration with other subjects.	Qualitative	Three primary grades teachers	Interviews and instructional video analysis	Teachers modified time and materials but retained core components, integrating writing with reading and math problem-solving, with implications for practice and professional development.
4	Güner & Aslan (2023)	Determine the relationship between pre-service teachers' curriculum literacy and their preparedness to teach.	Quantitative (correlational survey)	373 pre-service teachers in various departments (Arabic, science, math, English, etc.)	Descriptive statistics, multiple linear regression, correlation analyses	High curriculum literacy correlated with preparedness to teach, particularly in creating effective learning environments; curriculum sub-factors significantly predicted teaching preparedness.
5	Mičiulienė & Čiučiulkienė, (2021)	Investigate teaching styles of higher education teachers, their	Quantitative	297 higher education teachers from four	Descriptive statistics, correlation analysis	Most teachers used an interaction paradigm; women and humanities

No	Researcher and Year	Aims/Purposes	Method	Population & Sample	Technique Analysis Data	Result
		correlation with demographic factors and self-assessed didactic competence.		Lithuanian universities of applied sciences		teachers leaned toward learning/interaction paradigms, while younger teachers and those in technological sciences preferred teaching paradigms.
6	Lin et al., (2024)	Explore the relationship between vocational high school teachers' competency-oriented teaching, teaching identity, and teaching transformation.	Quantitative	747 vocational senior high school teachers	Reliability, validity, and model fitting analyses	Competency-oriented teaching positively impacted teaching identity, which in turn influenced teaching preparation, practice, and further study, supporting teaching transformation.
7	Khasanah et al., (2023)	Explain the implementation of a genre-based approach through project-based learning in teaching writing.	Qualitative (case study)	36 students and one English teacher at SMKN 1 Temanggung	Interactive analysis model (Miles and Huberman, 1994), observation, interviews, questionnaires, document review	Genre-based approach through project-based learning was implemented in planning, teaching activities, and formative assessment, enhancing students' writing skills.
8	Allo et al., (2024)	Elaborate the implementation of Outcome-Based Education (OBE) principles in the English Education Study Program curriculum.	Qualitative (case study)	Five lecturers from English Education Study Program at Universitas Kristen Indonesia Toraja	Transcription, coding, thematic analysis	OBE principles were reflected in PEO preparation, detailed PLO, competency-oriented curriculum, and formative assessments, ensuring relevance and effectiveness.
9	Al-kasi (2021)	Evaluate English teachers' involvement in curriculum design in Saudi public schools and its impact on teachers and learners.	Qualitative	Seven teachers and two supervisors	Qualitative data analysis	Teachers' participation was limited to post-implementation evaluation, restricting creativity and productivity; collaborative curriculum design was suggested.
10	Liu (2022)	Assess the readiness of Hong Kong's secondary English curriculum for	Qualitative	Secondary English curriculum stakeholders in Hong Kong	Case study analysis	Curriculum internationalization had a subtle impact at policy and school levels but

No	Researcher and Year	Aims/Purposes	Method	Population & Sample	Technique Analysis Data	Result
		internationalization at policy, school, and classroom levels.				faced challenges at the classroom level due to an exam-oriented context.
11	Gao et al., (2024)	Investigate students' preference for indoctrination or questioning teaching styles and their effectiveness.	Quantitative	74 students (mostly Chinese education background)	Survey analysis	Most students preferred questioning teaching styles, which were more popular and effective for fostering creativity, though indoctrination was useful for basic knowledge.
12	Hung (2023)	Investigate characteristics of effective English teachers as perceived by EFL students.	Quantitative (descriptive)	89 EFL students at a public university in South Vietnam	Questionnaire analysis	Students valued English proficiency, pedagogical knowledge, communication, socio-affective skills, professionalism, and personality traits in effective teachers.
13	Syahrir & Hartina, (2023)	Explore undergraduate students' expectations and preferences in EFL teaching-learning activities.	Quantitative (descriptive)	120 first-year undergraduates in an Economics degree course	Percentage analysis of questionnaire data	Students preferred project-based strategies, valued grammar skills, and favored knowledgeable teachers with engaging, fun activities.
14	Hamed & Almabruk, (2021)	Investigate perceptual learning style preferences of Libyan EFL students and their relationship with academic achievement.	Quantitative	75 fourth-year English major students at Omar Almukhtar University	Correlation analysis	Tactile and auditory styles were dominant; auditory style had a significant correlation with academic achievement.
15	Cajala & Mamadod, (2024)	Determine the relationship between teaching styles of English 123 professors and students' course performance.	Quantitative (descriptive-correlation)	273 freshmen maritime students and nine English 123 professors at Asian Institute of Maritime Students	Correlation analysis	Teacher-centered styles (Expert, Formal Authority) were dominant; Expert and Personal Model styles correlated with higher grades, indicating a significant relationship with performance.

2.10. Conceptual Framework

The conceptual framework for this study, set within the context of CEFR Phase-D (B1 level) in Indonesian English language education, explores how the GBA Teaching Cycle influences English achievement, with teaching styles acting as a mediator. The background highlights the challenges of CEFR implementation in Indonesia, such as uneven teacher training and a focus on receptive skills over productive ones like speaking and writing (Miqawati et al., 2023; Yu, 2022). The framework, depicted in the diagram, identifies GBA, Curriculum Design, and Teacher Competence as independent variables that impact Teaching Style (H1, H2, H3), which in turn affects English Achievement (H7). Additionally, direct effects of GBA, Curriculum Design, and Teacher Competence on English Achievement are proposed (H4, H5, H6). This model addresses the need for pedagogical strategies that enhance productive skills at the B1 level, a critical stage for functional language use and global employability (Neal et al., 2023; Lie et al., 2022).

The first set of relationships in the framework focuses on how GBA, Curriculum Design, and Teacher Competence shape Teaching Style. GBA, rooted in Systemic Functional Linguistics, emphasizes teaching language through genre-specific texts, requiring a curriculum designed to support its structured cycle of modelling, joint construction, and independent writing (Gunawan, 2022). Teacher competence, including linguistic proficiency and methodological readiness, is essential for effectively delivering GBA within this curriculum (Nugroho et al., 2022). For instance, a competent teacher using GBA can adopt a student-centered teaching style, fostering engagement through collaborative text analysis and scaffolded tasks (Karim et al., 2023). These factors (H1, H2, H3) collectively determine the teaching style, which mediates the impact on English achievement, addressing the literature's call for interactive methods to improve speaking and writing skills (Larasaty et al., 2024).

Teaching Style, as the central mediator, directly influences English Achievement (H7) while also being influenced by the independent variables. The

framework also suggests that GBA, Curriculum Design, and Teacher Competence directly affect English Achievement (H4, H5, H6), indicating multiple pathways to improved proficiency. For example, GBA directly enhances writing proficiency by engaging students with real-world genres (Said & Munawir, 2022), and a well-designed curriculum ensures alignment with CEFR's communicative goals (Safitry et al., 2023). However, the mediation effect of teaching style is crucial—dynamic, facilitative styles that balance explicit instruction with authentic communication amplify GBA's effectiveness (Sevilmiş & Yıldız, 2021). This aligns with the background's emphasis on the need for pedagogical flexibility to meet learners' diverse needs and build their confidence in productive skills (Miqawati et al., 2023).

Finally, English Achievement, the dependent variable, focuses on productive skills critical for Phase-D learners to progress toward advanced proficiency. The framework's holistic approach addresses the literature's identified gaps, such as inconsistent CEFR implementation and underdeveloped speaking and writing skills (Yu, 2022; Larasaty et al., 2024). By examining how GBA, supported by curriculum design and teacher competence, interacts with teaching styles, the study provides insights into improving English outcomes in Indonesia. This model supports the background's call for systemic improvements, including standardized teacher training and balanced skill development, to ensure learners achieve and sustain B1 proficiency for academic, professional, and social success (Lie et al., 2022; Marsella et al., 2023).

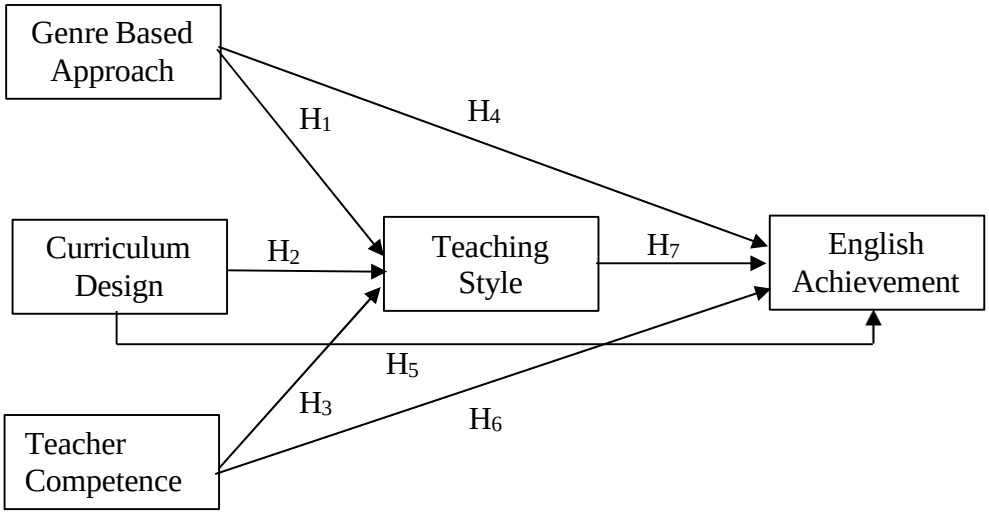


Figure 2. 11 Conceptual Framework

2.11. Hypothesis Development

2.11.1. The Effect of Genre-Based Approach on Teaching Style

GBA to teaching significantly impacts instructional methods, particularly in the realm of writing and communicative competence among English as a Foreign Language (EFL) learners. Studies indicate that the implementation of genre-based instruction enhances students' awareness of writing structures, improving their performance in academic writing by enabling them to familiarize themselves with specific conventions and contexts pertinent to different genres (Thaksanan & Chaturongakul, 2023; Latif et al., 2024). For instance, Thaksanan and Chaturongakul's (2023) research found that students subjected to genre-based instruction demonstrated significant improvement in their spelling, punctuation, and overall text quality when compared to a control group. Similarly, Nguyen and Viên noted that students in a genre-focused curriculum experienced marked advancements in their writing abilities (Nguyen & Viên, 2024). Such enhancements are attributed to the essential scaffolding provided by exposure to varied genre models, which facilitates better comprehension and production of text (Latif et al., 2024; Suryadi & Yulandari, 2022).

Moreover, the genre-based instructional model fosters an interactive learning environment that enhances not only students' writing skills but also their engagement and motivation. As evidenced by Latif et al., (2024) students expressed favorable perceptions of genre-based instruction, particularly appreciating the diverse model texts and the explicit teaching of vocabulary related to different genre frameworks. This aligns with findings by Zohbie and Bhowmik (2024), who assert that integrating genre-based methodologies effectively aids young EFL learners in concurrently developing language and writing skills. Furthermore, it highlights the need for teacher training to ensure that instructional strategies align with the principles of GBA, thereby augmenting teachers' pedagogical proficiency and adaptability in dynamic classroom settings (Putri et al., 2021; Philippakos, 2022). Overall, GBA emerges as a powerful instructional strategy capable of transforming writing instruction and enhancing student learning outcomes in a variety of educational contexts. Therefore, The hypothesis proposed is:

H1: Genre-Based Approach has a significant positive effect on teaching style

H1a : Building Knowledge of the Field (BKOF) has a significant positive effect on teaching style

H1b : Modelling has a significant positive effect on teaching style

H1c : Joint Construction has a significant positive effect on teaching style

H1d : Independen Construction has a significant positive effect on teaching style

2.11.2. The Effect of Curriculum Design on Teaching Style

Curriculum design plays a vital role in shaping teaching styles and instructional methodologies within educational settings. An effective curriculum facilitates the integration of different pedagogical approaches tailored to diverse learner needs and preferences, thereby enhancing overall teaching effectiveness (Yin et al., 2020; Aytaç & Kaygisiz, 2021). Studies have highlighted that aligning teaching styles with well-structured curricular goals is paramount. For instance, Yanık et al. (2023) emphasize that physical education teachers must

adapt their methods to reflect the multifaceted objectives of their curriculum to meet varied learning outcomes. Moreover, a well-constructed curriculum encourages teachers to adopt diverse teaching strategies, which are integral in fostering student engagement and motivation. As noted by Martínez-Carrasco (2021), understanding the interplay between teaching styles and curriculum design is crucial for improving instructional practices across various disciplines . Therefore, a curriculum that accommodates different teaching methodologies can lead to more effective learning environments, promoting deeper understanding and skill acquisition.

On a more granular level, curriculum design not only dictates the content taught but also influences the strategies employed by educators to impart knowledge effectively. Pill et al. (2023) argue that when teachers' instructional styles misalign with curriculum goals, the desired learning outcomes are often compromised. This misalignment can lead to ineffective teaching practices where educators may resort to idiosyncratic methods rather than following curricular intent. Additionally, Güner and Aslan (2023) explore the relationship between pre-service teachers' curriculum literacy and their preparedness to design lessons that reflect educational standards, showcasing the need for robust curriculum frameworks to enhance teaching efficacy. Ultimately, the effectiveness of curriculum design is reflected in teaching performance, suggesting that careful planning and alignment between curriculum and instructional strategies are essential for optimizing educational experiences (Chen, 2023). Thus, a coherent curriculum that reflects essential educational principles can significantly refine teaching styles and contribute to meaningful learning outcomes. Therefore, the hypothesis proposed is:

H2: Curriculum design has a significant positive effect on teaching style.

2.11.3. The Effect of Teacher Competence on Teaching Style

Teacher competence is a pivotal factor influencing teaching styles and subsequently, the educational outcomes of students. Competent teachers are often

characterized by their ability to adapt their teaching approaches to accommodate various learning styles, thus fostering an engaging and effective classroom environment. For example, Karim et al. (2023) found that teachers who employed dynamic and interactive teaching styles significantly enhanced student engagement, which in turn developed students' cognitive abilities, such as critical thinking and problem-solving skills. Moreover, teachers' technological proficiency can also shape their instructional strategies. David and Weinstein (2024) argued that when teachers integrate technology into their teaching with a motivational approach, it leads to a more interactive learning experience that bolsters student interest and facilitates deeper learning. Therefore, the intersection of teacher competence and teaching style not only supports diverse learning needs but also enriches the educational experience by actively engaging students in the learning process.

An additional dimension to consider is how teacher competence influences the implementation of learner-centered approaches versus traditional, teacher-centered methods. Mičiulienė and Čiučiulkienė (2021) highlighted a shift toward learner-centered teaching preferences, suggesting that teachers who are well-versed in contemporary pedagogical practices tend to favor these approaches over traditional ones. Similarly, research by Lin et al. indicates that teachers possess a stronger teaching identity aligned with competency-based curricula, resulting in transformative teaching practices that engage students more effectively (Lin et al., 2024). This is reinforced by findings from Monacis et al., (2023) which emphasize that greater training in teaching methodologies significantly enhances teachers' ability to utilize a wider range of teaching styles, thus improving their overall competence and adaptability in various instructional contexts. The ability to switch between different teaching styles based on situational requirements reflects a teacher's competence and proves critical in meeting the diverse needs of learners, ultimately enhancing student learning outcomes and fostering an inclusive educational environment. Therefore, the hypothesis proposed is:

H3: Teacher competence has a significant positive effect on teaching style.

2.11.4. The Effect of Genre-Based Approach on English Achievement

The effectiveness of GBA extends beyond mere writing mechanics, fostering critical thinking and analytical skills among students. Studies such as those conducted by Aswani et al. (2023) highlight that the GBA encourages students to critically engage with texts, allowing them to analyze, interpret, and generate written content while considering the intention and purpose behind different genres. This engagement not only boosts their writing capabilities but significantly enhances their overall English proficiency, including reading comprehension and vocabulary acquisition. Furthermore, the work of Fatjriya et al. (2021) emphasizes that genre awareness—developed through structured learning experiences—translates into improved academic performance. The adaptability of GBA in various educational contexts, as evidenced by its widespread application from English for Specific Purposes to general English education (Zhai & Razali, 2023), illustrates its effectiveness in enhancing English achievement across diverse learner populations and pedagogical environments.

GBA has shown significant effects on students' English achievement, particularly in writing performance, by offering structured frameworks that enhance understanding and application of the language. Research by Latif et al. (2024) indicates that students who engaged in genre-based writing instruction exhibited improved performance and heightened motivation due to their exposure to multiple model texts and explicit vocabulary related to specific genres. In this approach, students are taught not only the mechanics of writing but also the social and contextual dimensions that different texts embody. This holistic understanding is vital as it allows learners to relate language use with their real-world experiences, enabling them to produce more contextually appropriate and genre-specific writing (Khasanah et al., 2023). Moreover, the GBA facilitates a deeper comprehension of text structures, crucial for academic success in English

writing, as students learn to recognize and implement various linguistic features associated with different genres. Therefore, the hypothesis proposed is:

H4: Genre-Based Approach has a significant positive effect on English Achievement.

H4a : Building Knowledge of the Field (BKOF) has a significant positive effect on English Achievement

H4b : Modelling has a significant positive effect on English Achievement

H4c : Joint Construction has a significant positive effect on English Achievement

H4d : Independen Construction has a significant positive effect on English Achievement

2.11.5. The Effect of Curriculum Design on English Achievement

The role of curriculum design extends to fostering engagement and motivation among students, which are essential components of achieving high English proficiency. Jamil et al. (2024) found that curriculum content incorporating elements of critical thinking and higher-order thinking skills significantly enhances students' reading and writing competencies. This focus on student engagement is echoed in the work of Liu (2022) who assessed the impact of internationalization on curriculum design within Hong Kong's secondary English program, emphasizing the need for curriculum adaptations that address diverse learner needs and teaching methodologies. The integration of communicative competence and interactive learning methods within curriculum design further supports English language achievement. Al-Kasi (2021) pointed out the necessity of teacher involvement in curriculum development to maximize the effectiveness of language instruction. In conclusion, a strategic approach to curriculum design that prioritizes student engagement, critical thinking, and practical applicability not only enhances English learning outcomes but also prepares learners for global communication competencies

Moreover, curriculum design significantly influences English achievement by determining the structure, content, and pedagogical strategies employed in

language instruction. Recent studies have shown that well-designed curricula can lead to improved student performance in English language skills, particularly when they integrate contemporary educational principles such as outcome-based education and critical thinking. For instance, Allo et al. (2024) emphasized the implementation of outcome-based education principles in the English Education curriculum at a higher education institution, revealing that systematic curriculum design enhances students' language competency and equips them with relevant skills for successful career paths. Furthermore, Bağ and Gürsoy (2024) illustrated how embedding critical thinking into the English curriculum positively impacts secondary school students' critical thinking abilities and overall language proficiency, thereby demonstrating the intricate relationship between well-thought-out curriculum frameworks and student success in English. Therefore, the hypothesis proposed is:

H5: Curriculum Design has a significant positive effect on English Achievement.

2.11.6. The Effect of Teacher Competence on English Achievement

Teacher competence plays a substantial role in influencing students' English achievement, as it encompasses various dimensions of instructional effectiveness that directly impact learning outcomes. Research conducted by Septiani et al. (2021) highlighted that teachers' cognitive, affective, and psychomotor competencies are critical in enhancing students’ motivation towards learning English, which consequently leads to improved proficiency. The study pointed out that when teachers are well-prepared and knowledgeable in their subject matter, they are better equipped to engage students in meaningful learning experiences. This connection emphasizes the necessity for ongoing professional development to ensure that teachers possess the skills and knowledge required for effective instruction, regardless of the educational context (Ting, 2024). Furthermore, Alzu’Bi's (2023) comparative study on effective teaching qualities revealed that students value attributes such as communication skills, accountability, and an understanding of student needs, all

of which are facets of teacher competence that contribute to enhanced English learning outcomes.

In addition to pedagogical knowledge, teachers' ability to implement effective teaching strategies significantly affects student achievement in English. For example, Gao et al. (2024) highlighted that active and interactive teaching methods can foster a more stimulating learning environment, enhancing students' critical thinking and creativity. The effectiveness of these methods is further supported by findings from Hung (2023), who noted that students tend to have a lower perception of their teachers' pedagogical skills, which correlates with diminished educational experiences. Thus, the degree to which teachers can adapt their teaching styles and methods to various learning contexts directly impacts English language acquisition. This underscores the importance of comprehensive training programs aimed at improving teachers' competencies to adapt to the evolving demands of education and meet the diverse needs of their learners effectively (Syahrir & Hartina, 2023). Therefore, the hypothesis proposed is:

H6: Teacher competence has a significant positive effect on English Achievement.

2.11.7. The Effect of Teaching Style on English Achievement

The effect of teaching style on English achievement has been a focal point of educational research, revealing that teacher methodologies can significantly influence students' motivation and proficiency in the language. A study by Al-Baihaqi et al. (2023) demonstrated that students' perceptions of their teachers' instructional styles are linked to their interest in reading English texts. This connection underscores the importance of adopting effective teaching practices that resonate with students, as engaging pedagogical approaches can evoke positive emotional responses towards learning (Al-Baihaqi et al., 2023). Additionally, Raudhaturrahmi et al. (2021) found that recognizing and accommodating diverse learning styles among students enhances understanding

and facilitates greater academic success in English language instruction by aligning teaching methods with students' preferred ways of learning. Thus, adaptive and responsive teaching styles tend to reinforce higher achievement levels in English.

Moreover, the relationship between teaching style and academic performance in English is further illuminated by studies indicating that mismatches between a teacher's style and students' preferred learning methodologies can hinder language acquisition and overall performance. Hamed and Almabruk (2021) noted that when teaching styles align with students' perceptual learning preferences, there is a marked improvement in academic outcomes. Conversely, Cajala and Mamadod (2024) highlighted that a predominance of teacher-centered styles—such as expert or formal authority approaches—might limit student engagement and, consequently, English performance. Therefore, employing a variety of teaching strategies, including interactive and student-centered methods, is essential for fostering a conducive learning environment that can lead to improved English achievement among learners. In summary, an effective teaching style that considers and integrates student preferences enhances motivation and serves as a catalyst for academic performance in English. Therefore, the hypothesis proposed is:

H7: Teaching style has a significant positive effect on English Achievement.

CHAPTER III
RESEARCH METHODS

3.1. Research Design

This study utilizes a quantitative approach that systematically investigates relationships between variables through numerical data collection and statistical analysis. As Creswell (2014) and Sugiyono (2022) explains quantitative approach employs standardized measurement tools to examine defined populations or samples, enabling hypothesis testing through empirical evidence. The quantitative method allows researchers to objectively analyze phenomena and generalize findings to broader populations, making it particularly valuable for establishing measurable relationships between variables.

The research incorporates survey design as a primary data collection strategy, following Creswell (2014) and Arikunto's (2018) recommendation for quantitative studies. Through structured questionnaires administered to selected samples, this approach effectively captures patterns and correlations between variables while maintaining methodological rigor. The combination of quantitative analysis and survey techniques ensures reliable results that can be statistically validated, providing a solid foundation for drawing meaningful conclusions about the investigated relationships. This methodological framework supports the study's objective of producing generalizable findings based on empirical evidence.

3.2. Population and Sample

The population refers to a comprehensive group defined by the researcher, encompassing specific characteristics and attributes, including the objects or subjects being studied to derive conclusions (Sugiyono, 2022). The population used in this study consists of 1,085 government Junior School (SMP) teachers and 1,449 private SMP teachers in Surakarta City, totalling 2,534 teachers.

Sugiyono (2022) explains that a sample is a subset that represents the larger population. Due to the large population size and limitations in time and resources, the author decided to use the Slovin formula to determine the research sample. The Slovin formula used is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Explanation:
n = Sample size
N = Total Population
e = Margin of error or the acceptable level of sampling error that can still be tolerated

The calculation of the Slovin formula above is as follows:

$$n = \frac{2534}{1 + 2534(0.05^2)} = \frac{2534}{1 + 2534(0.0025)} = \frac{2534}{1 + 6.335}$$

$$n = \frac{2534}{7.335} = 345{,}47 = 345$$

Based on the calculation above, the sample size taken for this study is 345,47, which is rounded up to 345 respondents. The sample was selected using the stratified random sampling method, which is a sampling technique that divides the population into distinct subgroups or strata based on specific characteristics, then randomly selects samples from each stratum to ensure proportional representation (Sugiyono, 2022). In this study, the population of 2,534 teachers in Surakarta City was divided into two groups: 1,085 government SMP teachers and 1,449 private SMP teachers. For a sample size of 345 (5% error margin), 148 government SMP teachers and 197 private SMP teachers were randomly selected. This method ensures that both government and private SMP teachers are adequately represented, aligning with the study's focus on examining the role of teaching approaches on English achievement across different school types.

3.3. Instrument

Online five-point Likert-Scale questionnaire distributed through Google-Form is the main instrument of this study. The researcher-made questionnaire is used to collect ordinal data of this study. A questionnaire is a set of questions or statements that must be answered by the respondents to gather the necessary data for the study. The questionnaire consists of 21 items whose options are classified into five levels: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1) as indicated in table 3.1. The questionnaire is classified into five dimensions that function as the independent variable, they are: GBA 4 items, curriculum design 5 items, teacher competence 4 items, teaching style 4 items and English achievement 4 items. For practical consideration the 21 item-questionnaire is made online using Google Form.

Table 3. 1 Likert Scale List

No	Description	Score
1	Strongly Agree (SA)	5
2	Agree (A)	4
3	Neutral (N)	3
4	Disagree (D)	2
5	Strongly Disagree (SD)	1

3.3.1. Validity

The evaluation of this research instrument is conducted through the outer model, which includes validity and reliability tests. For validity, the study employs two types: convergent validity and discriminant validity. First, the convergent validity test examines the correlation between item/component scores and construct scores in the PLS output. This is reflected in the factor loading values, which indicate how strongly each indicator/item relates to its latent variable. A correlation value above 0.70 is considered strong, though values between 0.5 and 0.6 are acceptable in early-stage scale development (Ghozali & Latan, 2015).

Second, the discriminant validity test checks whether items or indicators from different constructs are not highly correlated. This is assessed using the

Fornell-Larcker Criterion and Cross Loading methods. The Fornell-Larcker Criterion compares the square root of the Average Variance Extracted (AVE) for each construct with its correlation to other constructs. Discriminant validity is confirmed if the AVE square root exceeds the correlation values between constructs. An AVE above 0.50 is recommended. Additionally, discriminant validity can be evaluated through cross-loading values (Ghozali & Latan, 2015).

Table 3. 2 Validity Test Results

Variable	Item	Convergent Validity (Loading Factor)	Discriminant Validity		Validity Criteria
			Fornell-Larcker Criterion	Cross Loading	
Genre-Based Approach (X1)	X1.1	0.862	0.870	0.862	Valid
	X1.2	0.881		0.881	Valid
	X1.3	0.887		0.887	Valid
	X1.4	0.851		0.851	Valid
Curriculum Design (X2)	X2.1	0.842	0.808	0.842	Valid
	X2.2	0.765		0.765	Valid
	X2.3	0.809		0.809	Valid
	X2.4	0.798		0.798	Valid
	X2.5	0.823		0.823	Valid
Teacher Competence (X3)	X3.1	0.833	0.818	0.833	Valid
	X3.2	0.839		0.839	Valid
	X3.3	0.772		0.772	Valid
	X3.4	0.828		0.828	Valid
Teaching Style (Y1)	Y1.1	0.764	0.840	0.764	Valid
	Y1.2	0.868		0.868	Valid
	Y1.3	0.845		0.845	Valid
	Y1.4	0.880		0.880	Valid
English Achievement (Y2)	Y2.1	0.808	0.817	0.808	Valid
	Y2.2	0.835		0.835	Valid
	Y2.3	0.834		0.834	Valid
	Y2.4	0.790		0.790	Valid

Source: Processed primary data, 2025

Table 3.3 presents the validity test results for five latent variables (Genre-Based Approach, Curriculum Design, Teacher Competence, Teaching Style, and English Achievement) using convergent and discriminant validity measures. All items demonstrate strong convergent validity, with loading factors exceeding the recommended threshold of 0.7, confirming that each indicator effectively measures its respective construct. Discriminant validity, assessed via the Fornell-

Larcker Criterion and cross-loadings, is also satisfied, as each construct's average variance extracted (AVE) exceeds its squared correlations with other constructs, and indicators load higher on their own constructs than on others. Since all items meet the validity criteria, the measurement model is deemed valid for further analysis.

3.3.2. Reliability

Reliability refers to the consistency and stability of an instrument's measurements when used repeatedly under similar conditions. To assess reliability, researchers often use Cronbach's Alpha, which evaluates the internal consistency of the measurement tool. The Cronbach's Alpha coefficient ranges from 0 to 1, with a minimum threshold of 0.70 generally considered acceptable. A score at or above this level suggests that the instrument is reliable, meaning its items are strongly correlated and consistently measure the target construct. Higher Cronbach's Alpha values indicate greater reliability (Ghozali & Latan, 2015).

Table 3. 3 Reliability Test Results

No	Variable	Total Items	Cronbach's Alpha	Rho_A	Composite Reliability	Detail
1.	Genre-Based Approach	4	0.868	0.876	0.904	Reliable
2.	Curriculum Design	5	0.834	0.837	0.889	Reliable
3.	Teacher Comptentence	4	0.893	0.893	0.926	Reliable
4.	Teaching Style	4	0.835	0.837	0.890	Reliable
5.	English Achievement	4	0.860	0.866	0.906	Reliable

Source: Processed primary data, 2025

The reliability test results in Table 3.4 demonstrate that all five variables—GBA, Curriculum Design, Teacher Competence, Teaching Style, and English Achievement—are reliable based on multiple reliability metrics. Each variable exhibits Cronbach's Alpha values above the common threshold of 0.7, ranging from 0.834 (Curriculum Design) to 0.893 (Teacher Competence), indicating good internal consistency. Similarly, Rho_A values, which measure

weighted composite reliability, are also above 0.7, ranging from 0.837 (Curriculum Design and Teaching Style) to 0.893 (Teacher Competence), reinforcing the consistency of the constructs. Composite Reliability scores, which assess the overall reliability of the measurement model, are even higher, ranging from 0.889 (Curriculum Design) to 0.926 (Teacher Competence), all exceeding the 0.7 threshold. These results collectively confirm that the measurement instruments for all variables are reliable, ensuring that the items consistently measure their respective constructs, though the slightly lower values for Curriculum Design and Teaching Style suggest marginally less robustness compared to Teacher Competence.

3.4. Operational Definitions and Variable Indicators

A variable refers to anything that is determined by the researcher to be studied in order to obtain information about it, which will then be concluded (Sugiyono, 2022). This study uses two variables, namely:

1. Dependent variable is something that is the focus of the researcher's attention or a variable that is influenced by other variables. In this research, the dependent variable used is the English Achievement
2. Independent variable is a variable that has a positive or negative effect on other variables. In this research, the independent variables used are Genre-Based Approach, Curriculum Design, and Teacher Competence
3. Intervening variable is a variable that mediates the relationship between the independent and dependent variables, explaining how or why the independent variable affects the dependent variable. In this research, the dependent variable used is Teaching Style

The operational definitions and indicators of the variables used in this study appear in table 3.2.

Table 3. 4 Operational Definitions and Variable Indicators

Variable	Operational Definitions	Indicator
Genre-Based Approach	A structured pedagogical method rooted in Systemic Functional Linguistics that emphasizes teaching language through genre-specific texts, involving a teaching cycle of modeling, joint construction, and independent writing to enhance students' understanding and production of authentic communicative texts	1. Background knowledge 2. Modeling 3. Joint construction 4. Independent construction
Curriculum Design	The planned structure and content of the English curriculum aligned with CEFR Phase-D (B1 level) standards, focusing on integrating genre-based activities and communicative goals to support language proficiency development.	1. Learning goals 2. Lesson planning 3. Teaching materials 4. Learning methods 5. Evaluation
Teacher Competence	The combination of a teacher's linguistic proficiency, pedagogical knowledge, and ability to implement effective instructional strategies, including reflective practices, to facilitate student learning at the CEFR B1 level.	1. Classroom management 2. mastery of the subject matter 3. teaching strategies 4. teaching media
Teaching Style	The distinct approach or manner in which a teacher delivers instruction, ranging from teacher-centered to student-centered methods, mediating the impact of pedagogical strategies on student outcomes	1. Instructor 2. Demonstrator 3. Facilitator 4. Delegator
English Achievement	The level of proficiency students demonstrate in productive skills (speaking and writing) at the CEFR B1 level, reflecting their ability to use English effectively in academic and real-world contexts.	1. Vocabulary 2. Grammar 3. Reading 4. Writing

3.5. Data Collection Techniques

The data collection techniques begin with the distribution of questionnaire o 345 respondents online. The researcher needs two days to complete the reply of the questionnaire and administer the score into tabulation. The first day 300

replies are received and the researcher contacts individually through the phone so all 345 replies are obtained. In the second step, the researcher sorts the replies and tabulates the scores based on the Likert Scale. Finally, the researcher tabulates the scores for further analysis using SEM model. The analysis is indicated to the validity and reliability of the instrument and further process to test the hypotheses.

3.6. Data Analysis Techniques

3.6.1. Demographic Tests

Conducting demographic tests in research entails gathering and analyzing data on respondents' basic attributes, such as gender, age, and the frequency of thesis supervision. As noted by Sugiyono (2022:89), demographic analysis is essential for understanding the distribution of population characteristics, enabling the identification of relevant patterns and trends aligned with research goals. Gender and age provide insights into how biological differences and life stages might influence research outcomes, while the frequency of thesis guidance offers a view into students' academic interaction experiences and intensity. Precise collection of demographic data equips researchers with the foundation for deeper analysis.

3.6.2. Prerequisite Tests

The process of conducting prerequisite tests in SEM analysis is crucial to ensure the validity and reliability of the model to be tested. According to Ghozali (2014) , key prerequisites to be evaluated include normality, homogeneity, and multicollinearity tests. The normality test verifies that the data adheres to a normal distribution, which is essential for accurate parameter estimation. The homogeneity test confirms that variances across data groups are equal, a fundamental assumption in various statistical methods. Meanwhile, the multicollinearity test checks for excessively high correlations among independent variables, which could complicate the interpretation of regression coefficients.

These tests are vital during the outer model evaluation phase of SEM to confirm that the data satisfies the foundational assumptions before advancing to more intricate analyses.

3.6.2.1. Normality Test

Conducting a normality test in SEM-PLS is a critical step to confirm that data distribution aligns with normality assumptions, though SEM-PLS offers greater flexibility compared to covariance-based SEM. Ghozali (2014:38) suggests using methods like the Kolmogorov-Smirnov or Shapiro-Wilk tests, where significant values indicate non-normal data. While SEM-PLS is less rigid about normality than covariance-based SEM, ensuring data distribution is near normal enhances the reliability and validity of model outcomes, making this test a recommended practice for improved analysis quality.

3.6.2.2. Multicollinearity Test

In smartPLS, the multicollinearity test is evaluated through the Variance Inflation Factor (VIF) values of all indicators forming constructs or latent variables. A high VIF value signals strong collinearity, indicating that indicators are highly correlated and may contain redundant information, whereas a low VIF value suggests weak collinearity, reflecting diverse information among indicators.

3.6.2.3. Heteroscedasticity test

This test is useful for examining the consistency of the variance of disturbances across observations. Detection can be performed using the Glejser test. This test is conducted by regressing the absolute value of the residuals (ABS RES) against the independent variables used in the study. The Glejser test criterion states that the regression model does not contain heteroscedasticity if the significance value is greater than 0.05.

3.6.3. Multiple Linear Regression Analysis

To examine the relationship between GBA indicators and Teaching Style as well as English Achievement, the researcher used multiple linear regression analysis. According to Ghozali (2021), multiple linear regression analysis is useful for assessing the ability of independent variables (more than one) to influence the dependent variable. The regression model formulation used is as follows:

$$Y_1 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_1$$

$$Y_2 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_2$$

Where:

Y_1 = Teaching Style

Y_2 = English Achievement

A = Constant

β_1 , β_2 , β_3 , β_4 = Regression coefficients

X_1 = Building Knowledge of the Field (BKOF)

X_2 = Modelling

X_3 = Joint Construction

X_4 = Independent Construction

e = Error

3.6.3.1. t-Test

This test is used to examine the relationship/influence between the variables between GBA indicators and Teaching Style as well as English Achievement partially (individually). The testing criterion is that if the t-significance value is < 0.05, the partial hypothesis is accepted, meaning there is a partial relationship between the variables (Ghozali, 2021).

3.6.3.2. F-Test

This test is used to examine the relationship/influence between the variables between GBA indicators and Teaching Style as well as English

Achievement simultaneously (together). The testing criterion is that if the F-significance value is < 0.05, the simultaneous hypothesis is accepted, meaning there is a simultaneous relationship between the variables (Ghozali, 2021).

3.6.3.3. Coefficient of Determination (R^2)

The coefficient of determination is used to measure the ability of the independent variables to explain the dependent variable. Its value ranges between 0 and 1. A coefficient of determination value closer to 1 indicates that the independent variables have a strong ability to explain the dependent variable (Ghozali, 2021).

3.6.4. Structural Equation Modelling

3.6.4.1. Bootstrapping

Bootstrapping is a statistical technique in PLS-SEM used to test the significance of path coefficients and estimate sampling distributions. It involves repeatedly resampling the original data (e.g., 500 times) with replacement to generate subsamples. Each subsample calculates key statistics like path coefficients and R^2 values. This method provides confidence intervals and p-values, allowing researchers to assess the significance of model relationships without assuming normal data distribution. Since PLS-SEM does not require normality, bootstrapping ensures reliable and valid results for path coefficients, factor loadings, and other model parameters.

3.6.4.2. Outer Model

The outer model in PLS-SEM examines the relationship between latent variables and their indicators, assessing validity and reliability. According to Ghozali and Latan (2015), it is evaluated through convergent validity (factor loadings and AVE), discriminant validity (Fornell-Larcker criterion and cross-loadings), and reliability tests (Composite Reliability and Cronbach's Alpha). A well-fitting outer model ensures that indicators accurately measure their

respective latent variables, which is crucial before analyzing the inner (structural) model.

3.6.4.3. Inner Model

According to Abdillah and Hartono (2017:179), the inner model, or structural model, depicts the causal links between latent variables, grounded in theoretical foundations. This structural model predicts relationships between variables, with the bootstrapping process yielding T-statistic parameters to confirm causal effects (Abdillah & Hartono, 2017, p. 193). The structural model in PLS is assessed by the R^2 (R-Square) value, indicating the variance explained, with higher R^2 values reflecting better predictive power for the proposed model. The inner model is particularly useful for assessing the significance of hypothesis testing (Abdillah & Hartono, 2017, p. 197).

3.6.4.4. SEM Hypothesis Testing

Following the evaluation of overall and partial models, the next step is hypothesis testing, which assesses research outcomes against objectives using the bootstrap resampling method. Jaya (2018) notes that this method supports data with free distribution, does not require normality assumptions, and works with smaller samples. According to Abdillah and Hartono (2017, p. 211), hypothesis significance is determined by comparing T-statistic and T-table values, where a T-statistic $\geq$ 1.96 (at 95% confidence, 5% alpha) supports the hypothesis. Significant outer model results validate indicators as latent variable measures, while significant inner model results indicate a notable influence between latent variables (Jaya, 2018) .

CHAPTER IV
RESULTS, DISCUSSION AND IMPLICATION

4.1. Research Results

4.1.1. Questionnaire Distribution Details

Based on the data collected in this study, questionnaires were distributed via Google Forms to 345 respondents. However, only 325 questionnaires were returned and fully completed. The details of the questionnaire distribution are presented in Table 4.1 below:

Table 4. 1 Questionnaire Distribution Details

No	Description	Number of Questionnaires	Percentage (%)
1	Distributed questionnaires	345	100.00%
2	Returned questionnaires	325	94.20%
3	Incomplete questionnaires	20	5.80%
4	Processable questionnaires	325	94.20%

Source: Processed Primary Data, 2025

Table 4.1 provides an overview of the questionnaire distribution process, indicating a high response rate and data usability for the study. Out of 345 distributed questionnaires, 325 were returned, yielding a strong response rate of 94.20%, which suggests effective participant engagement. However, 20 questionnaires (5.80%) were incomplete, leaving 325 processable questionnaires, which matches the number of returned questionnaires, implying that all returned questionnaires were usable despite the noted incomplete ones. This high percentage of processable questionnaires (94.20%) indicates robust data collection, though the mention of incomplete questionnaires introduces minor ambiguity, as it does not affect the final count of processable responses. Overall, the distribution process was successful, providing a substantial dataset for analysis.

4.1.2. Respondent Demographics

Descriptive statistics are statistical tools used to describe research objects without further analysis to draw conclusions, as descriptive results are generally applicable. The respondent demographics in this study were used to identify respondent characteristics based on gender, age group, and faculty. The results are presented in the following table:

Table 4. 2 Respondent Demographics

Demography		Frequencies	Percentages
Gender	Male	114	35,1%
	Female	211	64,9%
Age	< 30 years	75	23,1%
	30-40 years	101	31,1%
	41-50 years	114	35,1%
	> 50 years	35	10,8%
Teaching Experiences	< 5 years	62	19,1%
	5-10 years	88	27,1%
	11-15 years	124	38,2%
	> 15 years	51	15,7%

Source: Processed Primary Data, 2025

The demographic data in Table 4.2 provides valuable insights into the composition of the 325 respondents involved in the study, offering a foundation for understanding the sample's characteristics in the context of the Genre-Based Approach and related variables. Gender distribution shows a significant female majority, with 211 female respondents (64.9%) compared to 114 males (35.1%). This imbalance suggests that the teaching profession, or at least the sample drawn for this study, is predominantly female, which may reflect broader trends in educational settings, particularly in language teaching contexts where Genre-Based Approaches are often applied. The skewed gender distribution could influence perspectives on teaching styles or curriculum design, as gender may correlate with differing pedagogical preferences or experiences, which should be considered when interpreting the study’s findings.

Age distribution reveals a relatively balanced spread across age groups, with the largest group being respondents aged 41–50 years (114 respondents,

35.1%), followed closely by those aged 30–40 years (101 respondents, 31.1%). Younger teachers (< 30 years) account for 23.1% (75 respondents), while those over 50 years are the smallest group at 10.8% (35 respondents). This distribution indicates a sample with substantial professional maturity, as the majority (66%) are between 30 and 50 years old, likely bringing a blend of experience and adaptability to the study. The relatively low representation of older teachers (> 50 years) might suggest fewer veteran educators in the sample or a focus on more active, mid-career professionals, which could impact the generalizability of findings related to teacher competence or teaching style, as age often correlates with experience and pedagogical evolution.

Teaching experience further enriches the demographic profile, with the largest group having 11–15 years of experience (124 respondents, 38.2%), followed by 5–10 years (88 respondents, 27.1%), < 5 years (62 respondents, 19.1%), and > 15 years (51 respondents, 15.7%). This distribution highlights a sample dominated by moderately to highly experienced educators, with 81% having at least 5 years of teaching experience. Such experience levels suggest that respondents are likely familiar with curriculum design and teaching methodologies, including the Genre-Based Approach, which could strengthen the reliability of their responses regarding English achievement and teaching practices. However, the relatively smaller proportion of teachers with over 15 years of experience (16%) might indicate a potential gap in capturing insights from highly seasoned educators, which could be relevant for understanding long-term impacts of teaching strategies on student outcomes. Overall, the demographic profile portrays a predominantly female, mid-career, and experienced group of educators, providing a robust sample for analyzing the effectiveness of the Genre-Based Approach in educational settings.

To further clarify the demographic explanation of the respondents above, the researcher has visualized it in the following diagram:

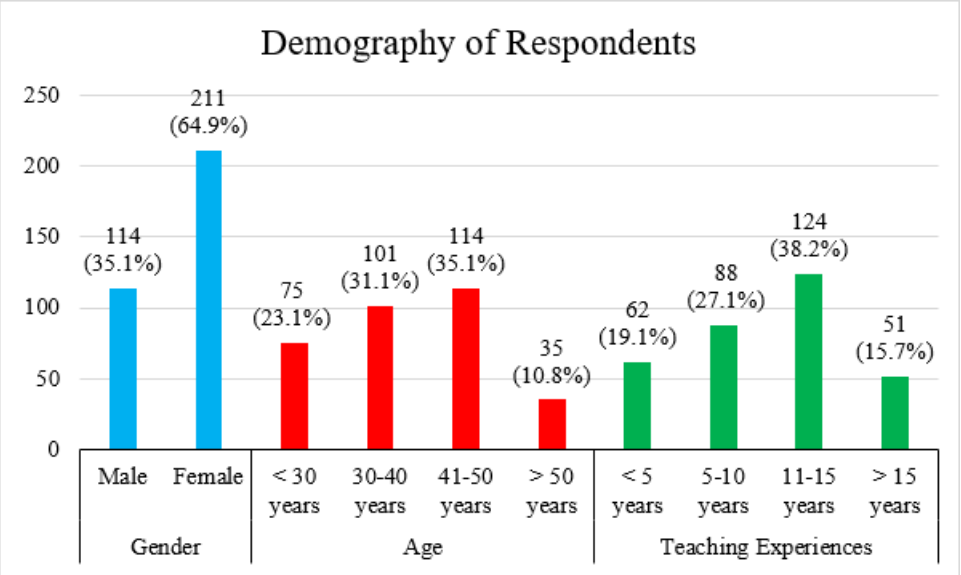


Figure 4. 1 Respondent Demographics

4.1.3. Variable Description

Before conducting further statistical analysis, the researcher performed descriptive statistical analysis on the variables to understand the initial tendencies and averages of each variable used in this study. The test results are presented as follows:

Table 4. 3 Variable Description

Variable	Item	Statement	Total Score	Criteria
Genre-Based Approach (X1)	X1.1	I effectively activate my students' prior knowledge before introducing new genres in English lessons	1242	High
	X1.2	I consistently provide clear examples of genre-specific texts for students to follow during English lessons	1237	High
	X1.3	I regularly collaborate with students to co-create genre-based texts during English classes	1227	High
Curriculum Design (X2)	X2.3	The teaching materials I use in English lessons are relevant and supportive of CEFR Phase-D standards	1269	High
	X2.5	The evaluation methods in my	1301	Very

		English curriculum effectively assess students' progress in genre-based skills		High
Teaching Competence (X3)	X3.2	I have a strong understanding of English language content required for CEFR Phase-D teaching	1338	Very High
	X3.3	I apply a variety of effective teaching strategies to enhance English learning in my classes	1348	Very High
Teaching Style (Y1)	Y1.2	I frequently demonstrate English skills or tasks for students to observe and imitate	1324	Very High
	Y1.3	I encourage students to take an active role in learning English through guided discussions	1336	Very High
English Achievement (Y2)	Y2.1	My students demonstrate a growing mastery of vocabulary relevant to CEFR Phase-D levels	1334	Very High
	Y2.2	My students show improved accuracy in using English grammar in their assignments	1345	Very High

Source: Processed Primary Data, 2025

The Genre-Based Approach (X1) variable, as outlined in Table 4.3, evaluates the effectiveness of teaching practices that utilize genre-specific strategies in English lessons. All three items (X1.1, X1.2, X1.3) fall within the "High" criteria, with total scores ranging from 1227 to 1242. Specifically, item X1.1 (score: 1242) indicates that teachers are highly effective in activating students' prior knowledge before introducing new genres, a critical step in scaffolding learning. Similarly, X1.2 (score: 1237) reflects consistent provision of clear, genre-specific text examples, which likely aids students in understanding structural and linguistic expectations. X1.3 (score: 1227) highlights strong teacher-student collaboration in co-creating texts, fostering an interactive learning environment. These high scores suggest that the genre-based approach is well-implemented, though the slight variation in scores indicates potential for further refinement in collaborative activities to match the effectiveness of prior knowledge activation.

The Curriculum Design (X2) variable focuses on the alignment of teaching materials and evaluation methods with CEFR Phase-D standards. Item X2.3 (score: 1269, High) demonstrates that the teaching materials used are relevant and supportive of these standards, ensuring that content is appropriately challenging and aligned with expected proficiency levels. Notably, X2.5 (score: 1301, Very High) indicates that evaluation methods are exceptionally effective in assessing students' genre-based skills. This higher score for evaluation methods suggests that teachers are particularly adept at designing assessments that accurately measure student progress in genre-specific competencies. The difference in scores between X2.3 and X2.5 may point to a stronger emphasis on or proficiency in assessment design compared to material selection, potentially indicating an area for enhancing material development to reach "Very High" standards.

The Teaching Competence (X3) variable underscores the teachers' mastery of content and instructional strategies for CEFR Phase-D teaching. Both items, X3.2 (score: 1338, Very High) and X3.3 (score: 1348, Very High), reflect exceptional performance. X3.2 indicates a strong understanding of the required English language content, ensuring that teachers are well-equipped to deliver curriculum-aligned instruction. X3.3, with a slightly higher score, suggests that teachers excel in applying diverse and effective teaching strategies, likely incorporating innovative or student-centered methods to enhance learning. The consistently high scores in this variable demonstrate a robust foundation in both content knowledge and pedagogical versatility, which are critical for effective English language instruction at the CEFR Phase-D level.

The Teaching Style (Y1) variable highlights the active and demonstrative approaches teachers use to engage students. Both items, Y1.2 (score: 1324, Very High) and Y1.3 (score: 1336, Very High), indicate exceptional performance in modelling English skills and fostering active student participation. Y1.2 shows that teachers frequently demonstrate tasks for students to emulate, providing clear examples that likely enhance comprehension and skill acquisition. Y1.3,

with a marginally higher score, suggests that guided discussions are particularly effective in encouraging active student involvement, promoting critical thinking and oral proficiency. The high scores in this variable reflect a dynamic teaching style that balances teacher-led demonstrations with student-driven engagement, creating a conducive environment for language development.

The English Achievement (Y2) variable measures student outcomes in vocabulary and grammar, both critical components of CEFR Phase-D proficiency. Items Y2.1 (score: 1334, Very High) and Y2.2 (score: 1345, Very High) indicate strong student performance in these areas. Y2.1 shows that students are mastering relevant vocabulary, essential for effective communication at this level. Y2.2, with a slightly higher score, suggests even greater improvement in grammatical accuracy, which is often a challenging aspect of language learning. These high scores reflect the success of the teaching practices (X1, X2, X3, Y1) in translating into measurable student achievement. The consistently "Very High" ratings across Y2 items underscore the effectiveness of the instructional strategies and curriculum design in fostering advanced English proficiency among students..

4.1.4. Results of the Classical Assumption Tests

The classical assumption test consists of three main stages to ensure the feasibility of the regression model.

1. Normality Test: This test was conducted using the Kolmogorov-Smirnov method to ensure that the residual distribution is normal, with a significance criterion of > 0.05.
2. Multicollinearity Test: This test aims to detect correlations between independent variables using tolerance values (> 0.1) and VIF values (< 10), ensuring that the model is free from multicollinearity.
3. Heteroscedasticity Test: Using the Glejser test, this evaluates whether the variance of residuals between observations is not significantly different, with a significance criterion of > 0.05.

If all conditions are met, the regression model is deemed to satisfy the classical assumptions (Ghozali, 2021). The test results are summarized in the following table:

Table 4. 4 Results of the Classical Assumption Tests

Classic Assumption Test	Model	Result		Detail
a. Normality test (Kolmogorov-Smirnov test)	Regression	Sig. UnRES_1 = 0.193 > 0.05		Data Normal
		Sig .UnRES_2 = 0.188 > 0.05		
	SEM	Sig. UnRES_1 = 0.097 > 0.05		
		Sig .UnRES_2 = 0.103 > 0.05		
b. Multicollinearity test (Tolerance & VIF)	Regression	Tolerance > 0.1	VIF < 10	No Multicolinearity
		X1 = 0.434	X1 = 2.305	
		X2 = 0.385	X2 = 2.599	
		X3 = 0.360	X3 = 2.779	
		X4 = 0.459	X4 = 2.177	
	SEM	Tolerance > 0.1	VIF < 10	
		X1 = 0.404	X1 = 2.476	
		X2 = 0.312	X2 = 3.204	
		X3 = 0.434	X3 = 2.306	
		Y1 = 0.344	Y1 = 2.910	
c. Heteroscedasticity (Glejser Test)	Regression	Model 1 (All sig. > 0.05)	Model 1 (All sig. > 0.05	No Heteroscedasticity
		Sig. X1.1 = 0.119	Sig. X1.1 = 0.500	
		Sig. X1.2 = 0.273	Sig. X1.2 = 0.145	
		Sig. X1.3 = 0.106	Sig. X1.3 = 0.131	
		Sig. X1.4 = 0.842	Sig. X1.4 = 0.127	
	SEM	Model 1 (All sig. > 0.05	Model 2 (All sig. > 0.05)	
		Sig. X1 = 0.261	Sig. X1 = 0.542	
		Sig. X2 = 0.197	Sig. X2 = 0.943	
		Sig. X3 = 0.143	Sig. X3 = 0.143	
			Sig. Y1 = 0.181	

Source: Primary data processed, 2025

The results of the classical assumption tests, as presented in Table 4.4, indicate that the regression models satisfy key assumptions required for reliable regression analysis. The normality test using the Kolmogorov-Smirnov test indicates that the data for both regression and SEM models follow a normal distribution. This is evidenced by the significance values of the residuals (UnRES_1 and UnRES_2) being above the 0.05 threshold (Regression: Sig. UnRES_1 = 0.193, Sig. UnRES_2 = 0.188; SEM: Sig. UnRES_1 = 0.097, Sig. UnRES_2 = 0.103). Since all values exceed the critical level, the assumption of normality is satisfied, meaning that parametric tests such as regression and SEM can be reliably applied without data transformation.

The multicollinearity test confirms that there is no significant multicollinearity among the predictor variables in both regression and SEM models. Tolerance values for all variables (X1, X2, X3, X4 in regression; X1, X2, X3, Y1 in SEM) are above 0.1, and Variance Inflation Factor (VIF) values are below 10 (Regression: VIF ranges from 2.177 to 2.779; SEM: VIF ranges from 2.306 to 3.204). These results suggest that the independent variables are not highly correlated, ensuring that regression estimates remain stable and interpretable.

Finally, the heteroscedasticity test (Glejser Test) shows that the residuals are homoscedastic, meaning the variance of errors is constant across observations. In both regression and SEM models, all significance values exceed 0.05 (Regression: Sig. X1.1 = 0.119 to Sig. X1.4 = 0.842; SEM: Sig. X1 = 0.261 to Sig. Y1 = 0.181), indicating no systematic pattern in residual dispersion. This fulfills a key assumption of linear regression and SEM, reinforcing the reliability of the estimated coefficients and model inferences.

4.1.5. Results of Multiple Linear Regression Analysis

To analyze the relationship between GBA indicators, Teaching Style, and English Achievement, this study employs multiple linear regression analysis. As highlighted by Ghozali (2021), multiple linear regression is a statistical method

used to evaluate how multiple independent variables collectively influence a dependent variable. This approach allows researchers to determine the extent to which each predictor variable contributes to the outcome while controlling for the effects of other variables.

In this study, regression analysis helps assess whether GBA indicators and Teaching Style significantly impact English Achievement. The results of this analysis will provide insights into the strength and direction of these relationships, offering valuable implications for pedagogical strategies and language learning outcomes. The following sections present the regression findings, including coefficient estimates, significance levels, and model fit statistics.

Table 4. 5 Results of Multiple Linear Regression Analysis

Variables	Model 1			Model 2		
	B	T	Sig.	B	t	Sig.
(Constant)	6.074	10.371	0.000	5.467	9.003	0.000
Building Knowledge of the Field (BKOF)	0.817	3.830	0.000	1.275	5.770	0.000
Modelling	0.907	4.308	0.000	0.794	3.637	0.000
Joint Construction	0.532	2.929	0.004	0.497	2.639	0.009
Independent Construction	0.413	1.933	0.054	0.267	1.204	0.230
F-test	78.423		0.000	80.999		0.000
Coeff. Determination (Adj. R Sq)	0,489		48.9%	0.497		49.7%

Source: Primary data processed, 2025

Based on the table above, it can be made into 2 equations, namely:

1) $Y_1 = 6.074 + 0.817$ BKOF $+ 0.907$ M $+ 0.532$ JC $+ 0.413$ IC

   Interpretation:

   a) Constant (6.074)

      If all predictor variables (BKOF, Modelling, Joint Construction, Independent Construction) are zero, the baseline Teaching Style score is expected to be 6.074.

   b) Building Knowledge of the Field (BKOF) ($\beta_1 = 0.817$)

If there is a 1-unit increase in BKOF, Teaching Style is expected to increase by 0.817 units, holding other variables constant.

c) Modelling ($\beta_2 = 0.907$)

A 1-unit increase in Modelling leads to a 0.907-unit increase in Teaching Style, assuming all other factors remain unchanged.

d) Joint Construction ($\beta_3 = 0.532$)

A 1-unit increase in Joint Construction results in a 0.532-unit increase in Teaching Style, keeping other variables fixed.

e) Independent Construction ($\beta_4 = 0.413$)

A 1-unit increase in Independent Construction is associated with a 0.413-unit increase in Teaching Style, assuming no changes in other predictors.

2) $Y_2 = 5.467 + 1.275$ BKOF $+ 0.794$ M $+ 0.497$ JC $+ 0.267$ IC

Interpretation:

a) Constant ($\alpha = 5.467$)

If all predictor variables (BKOF, Modelling, Joint Construction, Independent Construction) are zero, the baseline English Achievement score is expected to be 5.467.

b) Building Knowledge of the Field (BKOF) ($\beta_1 = 1.275$)

If there is a 1-unit increase in BKOF, English Achievement is expected to increase by 1.275 units, holding other variables constant.

c) Modelling ($\beta_2 = 0.794$)

A 1-unit increase in Modelling leads to a 0.794-unit increase in English Achievement, assuming all other factors remain unchanged.

d) Joint Construction ($\beta_3 = 0.497$)

A 1-unit increase in Joint Construction results in a 0.497-unit increase in English Achievement, keeping other variables fixed.

e) Independent Construction ($\beta_4 = 0.267$)

A 1-unit increase in Independent Construction is associated with a 0.267-unit increase in English Achievement, assuming no changes in other predictors.

4.1.5.1. Results of Hypothesis Testing (t test)

The following section presents the results of hypothesis testing using t-test analysis to examine the effects of various GBA components on Teaching Style and English Achievement. Each hypothesis was evaluated based on t-statistics and corresponding p-values to determine the statistical significance and directional influence of Building Knowledge of the Field (BKOF), Modelling, Joint Construction, and Independent Construction on the two dependent variables. the hypothesis test is as follows:

a) H1a: Building Knowledge of the Field (BKOF) → Teaching Style

The t-value of 3.830 with p = 0.000 indicates BKOF significantly affects Teaching Style. Since p < 0.001, we conclude BKOF has a strong positive influence on Teaching Style, supporting H1a.

b) H1b: Modelling → Teaching Style

With t = 4.308 and p = 0.000, Modelling demonstrates highly significant effects on Teaching Style. The results confirm Modelling's substantial positive impact, validating H1b.

c) H1c: Joint Construction → Teaching Style

The analysis shows t = 2.929 and p = 0.004 for Joint Construction's effect on Teaching Style. These results indicate a statistically significant positive relationship, supporting H1c.

d) H1d: Independent Construction → Teaching Style

Independent Construction yields t = 1.933 with p = 0.054, slightly above the significance threshold. The findings suggest its effect on Teaching Style is not statistically significant, rejecting H1d.

e) H4a: BKOF → English Achievement

The extremely significant result (t = 5.770, p = 0.000) confirms BKOF's strong positive effect on English Achievement. This provides robust evidence to accept H4a.

f) H4b: Modelling → English Achievement

Modelling shows t = 3.637 and p = 0.000, indicating a highly significant positive effect. The results strongly support H4b regarding Modelling's impact on English Achievement.

g) H4c: Joint Construction → English Achievement

Joint Construction produces t = 2.639 with p = 0.009, demonstrating statistical significance. These findings confirm its positive influence on English Achievement, supporting H4c.

h) H4d: Independent Construction → English Achievement

With t = 1.204 and p = 0.230, Independent Construction shows no significant effect. The results fail to support H4d regarding its impact on English Achievement.

Results of the teaching cycle to increase English achievement is summarized in table 4.6.

Table 4.6. Summary of Teaching Cycle in English achievement

No	Teaching Cycle	t-value	Acceptance
1	BKOF on English achievement	5.770	Strongly significant
2	Modelling on English achievement	3.637	Very Significant
3	Joint construction on English achievement	2.639	Slightly Significant
4	Independent construction on English achievement	1.204	Not significant

Table 4.6. indicates that of the four cycle components, in fact the independent construction is not significant to increase students English achievement.

4.1.5.2. Results of F-Test

This section presents the findings of the F-test analysis, which examines whether the collective set of GBA indicators -Building Knowledge of the Field (BKOF), Modelling, Joint Construction, and Independent Construction- simultaneously influence Teaching Style and English Achievement. Following Ghozali's (2021) criterion, an F-significance value below 0.05 indicates that the independent variables jointly affect the dependent variables, confirming a statistically significant simultaneous relationship in the regression models.

The F-test results for both regression models demonstrate statistically significant overall fits, with Model 1 (Teaching Style) yielding $F = 78.423$ ($p = 0.000$) and Model 2 (English Achievement) producing $F = 80.999$ ($p = 0.000$). These highly significant F-values (both with $p < 0.001$) indicate that the complete set of GBA indicators (BKOF, Modelling, Joint Construction, and Independent Construction) collectively and simultaneously explain a substantial portion of variance in both dependent variables, confirming that the regression models as a whole are statistically reliable and that the independent variables jointly have significant predictive power for both Teaching Style and English Achievement outcomes.

4.1.5.3. Results of Coefficient of Determination (R^2)

This section presents the findings of the coefficient of determination (R^2) analysis, which measures the proportion of variance in the dependent variables (Teaching Style and English Achievement) that can be explained by the set of independent variables (BKOF, Modelling, Joint Construction, and Independent Construction) in each regression model. Following Ghozali's (2021) interpretation, R^2 values range between 0 and 1, where values closer to 1 indicate that the independent variables collectively have stronger explanatory power over the dependent variable. The results demonstrate the extent to which the GBA framework components account for variations in teaching approaches and language learning outcomes.

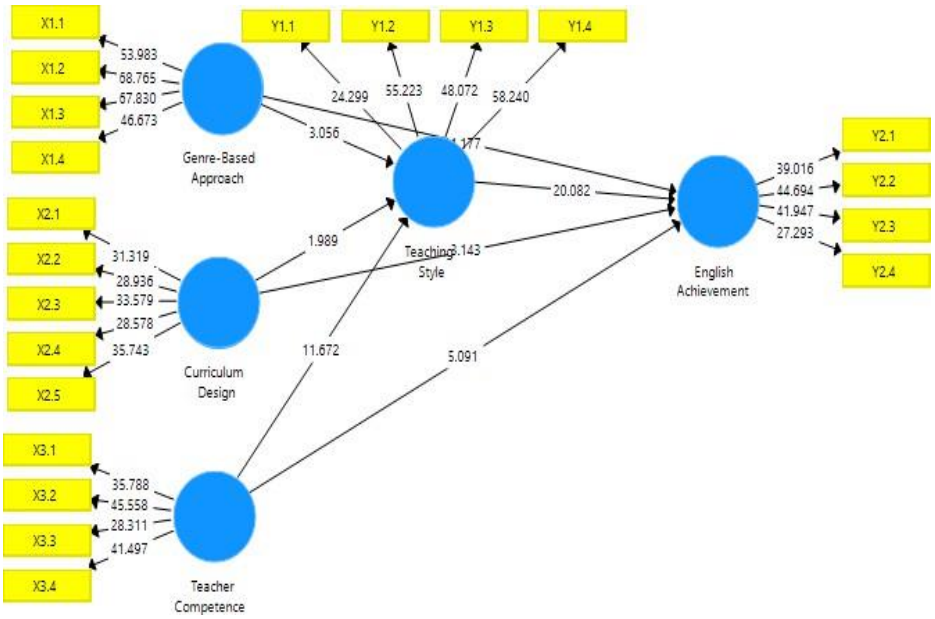
The adjusted R^2 values for both regression models indicate moderate explanatory power, with Model 1 (Teaching Style) explaining 48.9% of the variance (Adj. $R^2 = 0.489$) and Model 2 (English Achievement) accounting for 49.7% (Adj. $R^2 = 0.497$). These results suggest that the combination of GBA components (BKOF, Modelling, Joint Construction, and Independent Construction) collectively explains nearly half of the variation in both dependent variables, while the remaining variance is attributable to other factors not included in the current models, indicating there is room for additional predictors to enhance the models' explanatory capacity.

4.1.6. Results of Structural Equation Modelling

4.1.6.1. Bootstrapping

According to Ghozali and Latan (2015), bootstrapping is a resampling method used in Partial Least Squares (PLS)-based Structural Equation Modelling (SEM) analysis to test the significance of relationships between variables. This technique involves repeatedly sampling from the original data to generate an empirical distribution of parameters, such as path coefficients, allowing for the assessment of statistical significance through t-values or critical ratios (CR). Bootstrapping helps overcome the limitations of data normality assumptions by producing more robust estimates. The results include t-statistics or p-values indicating whether the relationships between variables are statistically significant, typically compared to a threshold of 0.05. In other words, bootstrapping is a resampling technique for estimating the statistical significance of model parameters by repeatedly sampling from the original data, generating an empirical distribution for hypothesis testing (Ghozali & Latan, 2015).

Figure 4. 2 Bootstrapping Results of PLS Data Processing



Source: Primary data processed, 2025

4.1.6.2. Outer Model

Outer model refers to the measurement model in PLS-SEM that evaluates the relationship between latent variables and their indicators (Ghozali & Latan, 2015). The outer model assesses the validity and reliability of indicators, whether reflective or formative. For reflective models, testing includes convergent validity, discriminant validity, and reliability, while for formative models, indicators are evaluated based on their weight contributions. The result is a valid and reliable measurement model, ensuring that the indicators accurately reflect the latent variables being measured. Thus, the outer model is a measurement model that examines the relationship between latent variables and their indicators, ensuring the validity and reliability of measurements in PLS-SEM..

4.1.6.3. Inner Model

Inner model is the structural model in PLS-SEM that describes causal relationships or effects between latent variables (Ghozali & Latan, 2015).

Evaluation of the inner model includes examining the significance of path coefficients through bootstrapping to assess the strength and direction of relationships, as well as R^2 values to determine how much exogenous variables explain endogenous variables. The analysis provides information on the significance, strength of relationships, and the model's predictive ability. Therefore, the inner model can be defined as a structural model that tests causal relationships between latent variables, evaluating the significance and strength of relationships as well as the model's predictive power (Ghozali & Latan, 2015). The inner model in SEM with the PLS approach examines the structural relationships among latent variables. It is evaluated using three key metrics: the coefficient of determination (R-square), effect size (f-square), and predictive sample reuse (Q-square), which collectively assess the model's explanatory and predictive capabilities.

4.1.6.3.1. Coefficient of Determination

The R-square value measures the proportion of variance in the dependent variable explained by the independent variables, with higher values indicating stronger predictive power. Ghozali and Latan (2015) note that the R-square for each endogenous variable reflects the structural model's predictive strength, interpreted similarly to ordinary least squares (OLS) regression. The influence of exogenous latent variables on endogenous ones can be gauged by R-square changes, categorized as strong (≥0.75), moderate (0.50–0.74), or weak (0.25). Table 4.7 presents the R-square results for the model.

Table 4.7 Results of the Determination Coefficient Test

	R Square	R Square Adjusted
English Achievement	0.894	0.893
Teaching Style	0.739	0.736

Source: Primary data processed, 2025

The results of the Determination Coefficient Test in Table 4.7 indicate the explanatory power of the regression models for Teaching Style and English

Achievement. For Teaching Style, the R-square value is 0.739, with an adjusted R-square of 0.736, meaning about 73.9% of the variance is accounted for by the model, reflecting moderate explanatory strength. The R-square value for English Achievement is 0.894, with an adjusted R-square of 0.893, suggesting that approximately 89.3% of the variability in English Achievement is explained by the independent variables, with a slight adjustment for model complexity indicating robust predictive power.. These high R-square values, particularly for English Achievement, demonstrate strong model fit, while the adjusted R-square values confirm that the models remain reliable even after accounting for the number of predictors, aligning with Ghozali and Latan's (2015) classification of R-square values as strong (≥0.75) and moderate (0.50–0.74).

4.1.6.3.2. Effect Size

The effect size (f-square) quantifies the individual contribution of each independent variable to the R-square value in a regression model, with thresholds of 0.02, 0.15, and 0.35 representing small, moderate, and large effects, respectively. The results of these tests are detailed in Table 4.8.

Table 4.8. Result of Effect Size

	Teaching Style	English Achievement
Genre-Based Approach	0.048	0.006
Curriculum Design	0.020	0.030
Teacher Competence	0.557	0.069
Teaching Style		1.125

Source: Primary data processed, 2025

The effect size analysis in Table 4.8 reveals distinct patterns of influence across variables: Teacher Competence demonstrates a large effect on Teaching Style ($f^2 = 0.557$) and a small effect on English Achievement ($f^2 = 0.069$), while Teaching Style itself shows a very large effect on English Achievement ($f^2 = 1.125$). Genre-Based Approach exhibits small effects on both Teaching Style ($f^2 = 0.048$) and English Achievement ($f^2 = 0.006$), and Curriculum Design displays

small effects (f^2 = 0.020 on Teaching Style and f^2 = 0.030 on English Achievement). These results suggest that Teacher Competence is the most influential factor for Teaching Style, whereas Teaching Style has the strongest impact on English Achievement, with other factors playing relatively minor roles according to Ghozali and Latan (2015) effect size benchmarks (small = 0.02, medium = 0.15, large = 0.35).

4.1.6.3.3. Predictive Sample Reuse

The Predictive Sample Reuse (Q-square) test assesses a model's predictive capability using a blindfolding technique, where a positive Q-square value signifies strong predictive relevance. This evaluation ensures the inner model's reliability and validity in capturing relationships among latent variables. According to Ghozali and Latan (2015), a Q-square value greater than 0 indicates predictive relevance, while a value less than 0 suggests limited predictive power. Q-square values are categorized as weak (0.02), moderate (0.15), or strong (0.35). Detailed results can be found in Table 4.9.

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Table 4.9. Result of Predictive Sample Reuse

	Q^2
Teaching Style	0.487
English Achievement	0.557

Source: Primary data processed, 2025

Based on the predictive relevance (Q^2) results in Table 4.9 and following Ghozali and Latan's (2015) criteria, both models demonstrate adequate predictive power as all Q^2 values exceed zero. The English Achievement model shows stronger predictive relevance (Q^2 = 0.557) compared to the Teaching Style model (Q^2 = 0.487), indicating that the independent variables have greater capability to predict English Achievement outcomes than Teaching Style variations. According to Ghozali and Latan (2015), these positive Q^2 values confirm that

both models have predictive relevance for their respective endogenous constructs, with the English Achievement model exhibiting particularly robust predictive capabilities for future observations..

4.1.6.4. Hypothesis Test Results

4.1.6.4.1. Direct Effect Hypothesis Test

The Direct Effect Hypothesis Test evaluates the relationships between variables as proposed in the hypothesis, using the inner model output generated by SmartPLS 3 through the bootstrapping method to derive path coefficients. The analysis involves examining t-statistics and p-values to determine the significance and direction (positive or negative) of the relationships between latent variables, based on the original sample's influence values. According to Ghozali and Latan (2015), a t-statistic greater than 1.96 and a p-value less than 0.05 indicate statistical significance at the 5% alpha level, leading to the rejection of the null hypothesis. Conversely, a t-statistic below 1.96 and a p-value greater than 0.05 suggest insignificance at the 5% alpha level, meaning the null hypothesis is not rejected. (Table 4.10).

Table 4.10. Direct Effect Hypothesis Test

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Results
Genre-Based Approach -> Teaching Style	0.200	3.056	0.002	H_1 accepted
Curriculum Design -> Teaching Style	0.151	1.989	0.047	H_2 accepted
Teacher Competence -> Teaching Style	0.584	11.672	0.000	H_3 accepted
Genre-Based Approach -> English Achievement	0.047	3.143	0.002	H_4 accepted
Curriculum Design -> English Achievement	0.118	1.177	0.240	H_5 rejected
Teacher Competence -> English Achievement	0.164	5.091	0.000	H_6 accepted
Teaching Style -> English Achievement	0.675	20.082	0.000	H_7 accepted

Source: Primary data processed, 2025

Below is the explanation for each hypothesis based on Table 4.10 Direct Effect Hypothesis Test:

a. Genre-Based Approach -> Teaching Style (β_1 = 0.200): The coefficient for Genre-Based Approach is 0.200 (positive), with a t-value of 3.056 and a p-value of 0.002 (< 0.05). This indicates that H1 is accepted, meaning Genre-Based Approach has a significant positive effect on Teaching Style.
b. Curriculum Design -> Teaching Style (β_2 = 0.151): The coefficient for Curriculum Design is 0.151 (positive), with a t-value of 1.989 and a p-value of 0.047 (< 0.05). This shows that H2 is accepted, confirming that Curriculum Design has a significant positive effect on Teaching Style.
c. Teacher Competence -> Teaching Style (β_3 = 0.584): The coefficient for Teacher Competence is 0.584 (positive), with a t-value of 11.672 and a p-value of 0.000 (< 0.05). This results in H3 being accepted, indicating that Teacher Competence has a significant positive effect on Teaching Style.
d. Genre-Based Approach -> English Achievement (β_4 = 0.047): The coefficient for Genre-Based Approach is 0.047 (positive), with a t-value of 3.143 and a p-value of 0.002 (< 0.05). This means H4 is accepted, demonstrating that Genre-Based Approach has a significant positive effect on English Achievement.
e. Curriculum Design -> English Achievement (β_5 = 0.118): The coefficient for Curriculum Design is 0.118 (positive), with a t-value of 1.177 and a p-value of 0.240 (> 0.05). This leads to H_5 being rejected, suggesting that Curriculum Design does not have a significant effect on English Achievement.
f. Teacher Competence -> English Achievement (β_6 = 0.164): The coefficient for Teacher Competence is 0.164 (positive), with a t-value of 5.091 and a p-value of 0.000 (< 0.05). This indicates that H_6 is accepted, confirming that Teacher Competence has a significant positive effect on English Achievement.
g. Teaching Style -> English Achievement (β_7 = 0.675): The coefficient for Teaching Style is 0.675 (positive), with a t-value of 20.082 and a p-value of

0.000 (< 0.05). This results in H_7 being accepted, showing that Teaching Style has a significant positive effect on English Achievement.

Summary of direct effect hypotheses to English achievement as the results of hypothesis testing is exemplified in Table 4.11.

Table 4.11. Summary of Direct Effect Hypothesis Testing

No	Direct effect hypothesis	t-value	Acceptance
1	**Genre-Based Approach -> Teaching Style**	3.056	Significant H_1 accepted
2	**Curriculum Design -> Teaching Style**	1.989	Significant H_2 accepted
3	**Teacher Competence -> Teaching Style**	11.672	Significant H_3 accepted
4	**Genre-Based Approach -> English Achievement**	3.143	Significant H_4 accepted
5	**Curriculum Design -> English Achievement**	1.177	Not significant H_5 rejected
6	**Teacher Competence -> English Achievement**	5.091	Significant H_6 accepted
7	**Teaching Style -> English Achievement**	20.082	Significant H_7 accepted

The above table shows that teaching styles contribute significant effect towards GBA, curriculum design and teacher competence. The English achievement, however, receives not significant effect from the curriculum design. However, teacher competence and teaching styles are significant to increase English achievement.

4.1.6.4.2. Indirect Effect Hypothesis Test

The indirect influence test in Table 4.12 displays the influence of the mediating variable of teaching style on 3 (three) other variables. These variables include the following:

Table 4.12. Indirect Effect Hypothesis Test

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Results
Curriculum Design -> Teaching Style -> English Achievement	0.102	1.972	0.049	H_8 Mediation Accepted
Genre-Based Approach -> Teaching Style -> English Achievement	0.135	3.044	0.002	H_9 Mediation Accepted
Teacher Competence -> Teaching Style -> English Achievement	0.394	10.103	0.000	H_{10} Mediation Accepted

Source: Primary data processed, 2025

Below is the explanation for each hypothesis based on Table 4.12 Indirect Effect Hypothesis Test:

a. Curriculum Design -> Teaching Style -> English Achievement (β_8 = 0.102): The indirect effect coefficient for Curriculum Design through Teaching Style on English Achievement is 0.102 (positive), with a t-value of 1.972 and a p-value of 0.049 (< 0.05). This indicates that H_8 is accepted, confirming that Teaching Style significantly mediates the positive effect of Curriculum Design on English Achievement.

b. Genre-Based Approach -> Teaching Style -> English Achievement (β_9 = 0.135): The indirect effect coefficient for Genre-Based Approach through Teaching Style on English Achievement is 0.135 (positive), with a t-value of 3.044 and a p-value of 0.002 (< 0.05). This results in H_9 being accepted, demonstrating that Teaching Style significantly mediates the positive effect of Genre-Based Approach on English Achievement.

c. Teacher Competence -> Teaching Style -> English Achievement (β_{10} = 0.394): The indirect effect coefficient for Teacher Competence through Teaching Style on English Achievement is 0.394 (positive), with a t-value of 10.103 and a p-value of 0.000 (< 0.05). This shows that H_{10} is accepted, indicating that Teaching Style significantly mediates the positive effect of Teacher Competence on English Achievement.

4.2. Discussion

4.2.1. The Effect of Genre-Based Approach on Teaching Style

The acceptance of H1 confirms that GBA exerts a significant positive influence on teaching style, particularly in enhancing writing and communicative skills among EFL learners. Research demonstrates that GBA strengthens students' understanding of genre-specific structures, leading to measurable improvements in academic writing. For example, Thaksanan and Chaturongakul (2023) found that students exposed to genre-based instruction showed notable progress in spelling, punctuation, and overall text quality compared to their peers. Similarly, Nguyen and Viên (2024) observed substantial gains in writing proficiency among learners following a genre-focused curriculum. These improvements stem from GBA's structured scaffolding, which helps students internalize genre conventions and produce more coherent texts (Latif et al., 2024; Suryadi & Yulandari, 2022). Beyond writing skills, GBA also fosters an interactive classroom environment that boosts student engagement and motivation. Studies indicate that learners respond positively to explicit genre modelling and vocabulary instruction, as noted by Latif et al. (2024) and supported by Zohbie and Bhowmik's (2024) findings on integrated language development. However, the effectiveness of GBA depends on proper teacher training to ensure pedagogical alignment with its principles, as emphasized by Putri et al. (2021) and Philippakos (2022). Thus, GBA stands as a transformative teaching strategy that not only refines writing instruction but also elevates overall learning outcomes in diverse educational settings.

4.2.2. The Effect of Curriculum Design on Teaching Style

The acceptance of H2 confirms that curriculum design significantly enhances teaching style by providing a structured framework that guides instructional strategies. A well-developed curriculum ensures that teaching methods align with educational objectives, catering to diverse learner needs and improving overall pedagogical effectiveness (Yin et al., 2020; Aytaç & Kaygisiz,

2021). Research underscores the necessity of adapting teaching styles to curricular demands—for example, Yanık et al. (2023) found that physical education teachers must modify their approaches to meet the varied outcomes outlined in their curriculum. Furthermore, Martínez-Carrasco (2021) highlights the critical relationship between curriculum design and teaching style, demonstrating that coherent curricular frameworks encourage the use of diverse instructional techniques, thereby increasing student engagement and motivation. However, when teaching styles deviate from curriculum goals, learning outcomes suffer, as Pill et al. (2023) observed, leading to inconsistent or ineffective instruction. This emphasizes the importance of teacher training in curriculum literacy, ensuring educators can design lessons that adhere to educational standards (Güner & Aslan, 2023). Ultimately, as Chen (2023) argues, a thoughtfully constructed curriculum not only refines teaching practices but also enhances learning experiences, proving that curriculum design is a fundamental driver of effective teaching methodologies.

4.2.3. The Effect of Teacher Competence on Teaching Style

The acceptance of H3 confirms that teacher competence significantly enhances teaching style, directly impacting instructional effectiveness and student outcomes. Highly competent teachers demonstrate adaptability in their pedagogical approaches, tailoring instruction to diverse learning needs while fostering student engagement and cognitive development. As Karim et al. (2023) demonstrated, dynamic and interactive teaching styles not only increase student participation but also strengthen critical thinking and problem-solving skills. Furthermore, technological proficiency plays a crucial role, with David and Weinstein (2024) showing that tech-integrated, motivational teaching methods create more interactive and immersive learning experiences. Beyond instructional techniques, teacher competence also influences pedagogical orientation—research by Mičiulienė and Čiučiulkienė (2021) reveals a growing preference for learner-centered approaches among skilled educators, moving away from

traditional teacher-centered methods. This shift is further supported by Lin et al. (2024), who found that teachers with strong competency-based training adopt more transformative and engaging teaching practices. Additionally, Monacis et al. (2023) emphasize that methodological training expands educators' stylistic flexibility, allowing them to adjust strategies based on classroom demands. Ultimately, teacher competence enables a responsive and inclusive learning environment, where varied teaching styles are strategically employed to maximize student success.

4.2.4. The Effect of Genre-Based Approach on English Achievement

The acceptance of H4 confirms that GBA significantly enhances English achievement by developing both linguistic skills and critical thinking abilities. Research demonstrates that GBA does more than improve writing mechanics—it cultivates students' capacity to analyze texts critically, understand genre-specific purposes, and produce contextually appropriate writing (Aswani et al., 2023). This analytical engagement leads to comprehensive language development, including stronger reading comprehension and vocabulary acquisition. Fatjriya et al. (2021) further substantiate that genre awareness, developed through structured GBA instruction, directly correlates with improved academic performance. The approach's adaptability across diverse educational contexts—from English for Specific Purposes to general language learning—underscores its effectiveness in boosting achievement for various learner populations (Zhai & Razali, 2023). Importantly, GBA's structured framework provides students with explicit genre models and vocabulary, which Latif et al. (2024) found significantly enhances both writing performance and motivation. By teaching the social and contextual dimensions of writing alongside linguistic features, GBA enables learners to connect language use to real-world situations (Khasanah et al., 2023). Ultimately, this holistic method fosters not only technical writing proficiency but also the deeper textual understanding necessary for academic success in English.

4.2.5. The Effect of Curriculum Design on English Achievement

The rejection of H5 challenges the assumption that Curriculum Design significantly influences English achievement, revealing a more complex interplay of factors. While curriculum structure is often viewed as foundational for learning outcomes, research demonstrates that its impact is mediated by various contextual elements. Madileng's (2022) study on vocational education illustrates that practical implementation and experiential learning—rather than curriculum specifications alone—determine educational success, suggesting similar limitations for English language achievement. Similarly, Shukur's (2023) analysis of the IB curriculum shows that while rigorous programs enhance preparedness, student ability and institutional support systems prove equally critical. Moreover, Koutsouris et al. (2021) highlight how the "hidden curriculum"—including assessment biases and socio-cultural dynamics—can distort intended learning outcomes, further decoupling curriculum design from measurable achievement. These findings collectively indicate that English proficiency depends less on curricular frameworks themselves and more on teaching quality, student engagement, and institutional environments. Thus, the non-significant effect of Curriculum Design on English achievement underscores the need to address these broader educational factors rather than relying solely on curricular reforms.

4.2.6. The Effect of Teacher Competence on English Achievement

The acceptance of H6 confirms that teacher competence significantly enhances English achievement through multifaceted instructional capabilities. Research demonstrates that teachers' cognitive, affective, and psychomotor competencies directly boost student motivation and language proficiency (Septiani et al., 2021). Well-prepared educators create meaningful learning experiences by mastering subject content and employing effective pedagogical strategies, highlighting the critical need for continuous professional development (Ting, 2024). Key attributes like strong communication skills, accountability, and

student-centered awareness - all hallmarks of teacher competence - have been shown to substantially improve English learning outcomes (Alzu'bi, 2023). Beyond knowledge transmission, competent teachers who implement interactive methods foster critical thinking and creativity, creating dynamic learning environments that accelerate language acquisition (Gao et al., 2024). However, when students perceive deficiencies in teachers' pedagogical skills, learning experiences suffer (Hung, 2023), emphasizing how vital adaptable teaching competencies are for successful English instruction. These findings collectively underscore that comprehensive teacher training programs must address both foundational knowledge and adaptive teaching methods to meet diverse learner needs and optimize English achievement (Syahrir & Hartina, 2023).

4.2.7. The Effect of Teaching Style on English Achievement

The acceptance of H7 establishes that teaching style significantly enhances English achievement by shaping student motivation and learning effectiveness. Research by Al-Baihaqi et al. (2023) demonstrates that students' engagement with English texts directly correlates with their perception of teachers' instructional methods, highlighting how pedagogical approaches influence learning attitudes. This finding is reinforced by Raudhaturrahmi et al. (2021), who show that teaching styles adapted to students' diverse learning preferences substantially improve comprehension and academic performance in English. Crucially, the alignment between instructional methods and learning styles proves pivotal. Hamed and Almabruk (2021) found significant achievement gains when this congruence exists, while Cajala and Mamadod (2024) observed that rigid, teacher-centered approaches often hinder language acquisition. These studies collectively indicate that flexible, student-focused teaching styles create optimal conditions for English language learning. By incorporating interactive methodologies and responding to individual learning needs, educators can significantly boost both student motivation and English

proficiency outcomes. The evidence clearly demonstrates that adaptive teaching styles serve as powerful determinants of success in English language education.

4.2.8. Mediation Teaching Styles on the influence of Genre-Based Approach, on English achievement

The acceptance of H8 confirms that teaching style plays a pivotal mediating role in translating curriculum design into improved English achievement. While curriculum provides the structural framework, it is the teacher's pedagogical approach that determines its effectiveness in practice. Yaccob et al. (2022) demonstrate that globally competent teaching styles—such as culturally responsive or student-centered methods—enhance curriculum delivery by making content more accessible and engaging for English learners. This aligns with Zhang et al.'s (2022) findings on technology-integrated instruction, where curriculum-aligned digital tools only boosted language skills when teachers employed interactive methodologies to leverage them. Crucially, Purnama and Pawiro (2023) highlight that even well-designed curricula fail to improve proficiency if teaching styles remain rigid or disengaged from student needs. Thus, the mediating effect of teaching style is not merely supplemental but transformative, ensuring curricular objectives translate into measurable learning gains.

4.2.9. Mediation Teaching Styles on the influence of Curriculum Design on English achievement

H9's acceptance underscores that the efficacy of the Genre-Based Approach (GBA) hinges on how teachers adapt its principles into classroom practice. Wu et al. (as cited in Duan & Qiu, 2022) reveal that GBA's potential is unlocked only when teachers explicitly model genre structures through dynamic, participatory methods—such as collaborative writing or genre analysis tasks. He and Liu (2014) further argue that student-centered styles, like peer feedback or scaffolded drafting, are essential for learners to internalize genre conventions and

apply them creatively. Conversely, Meng's (2022) research warns that without pedagogical flexibility, GBA risks becoming a mechanical exercise in template-following rather than a tool for authentic language mastery. These studies collectively prove that teaching style mediates GBA's impact by bridging theoretical genre knowledge with practical, context-rich language use, ultimately elevating English achievement.

4.2.10. Mediation Teaching Styles on the influence of Teacher Competence on English achievement

The validation of H10 establishes that teaching style is the critical conduit through which teacher competence manifests in student outcomes. He (2023) illustrates that highly competent teachers differentiate instruction strategically, tailoring methods to diverse learner needs—a mediation evident in classrooms where adaptive styles (e.g., multimodal or task-based teaching) yield marked proficiency gains. Duan and Qiu (2022) reinforce this, showing that competence alone is insufficient unless paired with deliberate pedagogical choices, such as metacognitive strategy instruction or formative feedback loops. Notably, Al-Kasi's (2021) work on teacher involvement in curriculum design reveals that competence translates into achievement only when educators reflexively align their teaching styles with evolving language-learning goals. In sum, teaching style mediates competence by operationalizing expertise into actionable, responsive pedagogy—transforming potential into measurable English language growth.

4.3. Implications

This study investigates three directions of hypothesis tests. First, the direct effects. They examine the GBA, curriculum design, and teacher competence to increase English achievement. Second, the second direct effects. They examines (i) GBA, curriculum design and teacher competence in English achievement. and (ii) GBA, curriculum design and teacher competence in teaching style. Third, the

indirect effects. They see the teaching style as the mediated variable in the use of (i) GBA-teaching style-English achievement, (ii) curriculum design-teaching style-English achievement, and (iii) teacher competence-teaching style-English achievement.

The study findings evidently show that in teaching cycle, three components BKOF, modelling and joint constructions significantly improve English achievement, leaving independent construction that does not significantly improve English achievement. The direct effect on teaching styles, GBA, curriculum design and teacher competence all contribute significant effect. For the English achievement, however, of the three variables, curriculum design is not significant. These findings imply that practically teaching orientation to implement four-round GBA teaching cycle is strongly required to practice in a balance portion. Additionally, teacher competence and teaching styles will be achieved through the integrating skills and frequency of practices to apply GBA teaching cycle.

CHAPTER V
SUMMARY, CONCLUSION, LIMITATION AND SUGGESTIONS

5.1. Summary to the Findings

The purposes of this study were to determine the extent to which GBA that represents four-stage teaching cycle: BKOF, modelling, joint construction and independent construction, curriculum design and teacher competence will affect teaching style and English achievement of Junior School students the curriculum of which serves CEFR Phase D for Indonesian version.

A total of 345 (5%) English teachers, 148 government SMP teachers and 197 private SMP teachers of Junior School in Surakarta, Indonesia were recruited from 2,534 population. The population was divided into two groups: 1,085 government Junior School teachers and 1,449 are private Junior Schools. The google form questionnaire consisting of 21 items were devised in a Likert scale with five options. The questionnaire has five dimensions and indicators: GBA 4 items, curriculum design 5 items, teacher competence 4 items, teaching style 4 items and English achievement 4 items. PLS-SEM is used to test the significance of path coefficients and estimate sampling distributions as well as the direct and indirect hypotheses.

The results of analysis showed as follows:

Research Question 1: How does GBA teaching approach affect teaching style in four steps: background, modelling, joint construction and independent construction?

Of the four stages of GBA teaching cycle: background, modelling, joint construction and independent construction, the first three contributes respectively extremely significant result, very significant result and significant result, leaving independent construction stage that is not significant to increase English achievement of the students. Possible answers are provided that in the first three stages, teacher has prepared considerably his teaching spates but not for the last

stage. Other possible evidence shows that the independent construction is very complicated and it was made in the last teaching session, thereby the stage was not well developed. Practically the four stage GBA teaching cycle should receive equal trainings for the teacher.

Research question 2: How do GBA, Curriculum Design, and Teacher Competence influence Teaching Styles and English achievement in Phase-D CEFR?

This result indicates direct effect between independent variables representing GBA, curriculum design, and teacher competence to the dependent variables to indicate English achievement and teaching styles. The data show that GBA, curriculum design and teacher competence all significantly increase English achievement. However, the effect of these three variables to English styles varies: curriculum design does not affect teaching style, but GBA and teacher competence do significantly affect the teaching style improvement.

Research Question 3: How do Teaching Styles mediate the influence of GBA, Curriculum Design, and Teacher Competence on English achievement?

The third findings indicate indirect effects that see (i) GBA and teaching style to increase English achievement, (ii) curriculum design and teaching style to increase English achievement, and (iii) teacher-competence-teaching styles to increase English achievement. The results of analysis evidently show that pared with teaching styles, GBA, curriculum design and teacher competence all significantly increase English achievement.

5.2. Conclusion

Referring to the research questions in this study, the researcher summarizes the results as follows:

1. Relying on the GBA four-teaching cycle, BKOF, modelling, and joint construction are evidently significant to improve English achievement in Phase D students that equal to Junior School. The independent construction

that is not significant indicates that the last stage of the teaching cycle does not pay much attention from teacher.

2. GBA and teacher competence significantly influence both teaching styles and students' English achievement. GBA shapes teaching styles by promoting interactive, scaffolded methods such as genre modeling, which fosters engagement and enhances achievement through improved writing, critical thinking, and vocabulary skills. Similarly, teacher competence enables adaptable, learner-centered approaches, boosting motivation and directly improving English achievement via effective pedagogical strategies. In contrast, curriculum design only impacts teaching styles by providing a structured framework aligned with educational goals, but it lacks a direct effect on English achievement, as its influence depends on teaching quality and contextual factors.
3. Teaching styles significantly mediate the positive effects of the GBA, Curriculum Design, and Teacher Competence on English achievement in Phase-D CEFR. GBA enhances achievement by fostering dynamic, student-centered methods—such as genre modelling and structured feedback—that connect genre knowledge to authentic language use. While Curriculum Design contributes to success, its impact depends on responsive and engaging teaching styles (e.g., technology-integrated or student-oriented approaches) that transform curricular frameworks into meaningful learning experiences. Similarly, Teacher Competence translates into achievement gains through adaptive teaching styles—such as multimodal or task-based instruction—which leverage pedagogical expertise to align methods with learners' needs, ensuring measurable progress in English proficiency.

5.3. Limitations of the Research

While this study provides valuable insights into the role of teaching styles in mediating the effects of GBA, curriculum design, and teacher competence on

English achievement (Phase-D CEFR), several limitations should be acknowledged:

1. Context-Specific Findings –The study's conclusions may be influenced by the specific educational setting, student demographics, and institutional policies where the research was conducted. The CEFR Phase-D in Indonesian context is situated the teaching for Junior School students setting. Thus, generalizing the results to different regions or educational systems should be done with caution.
2. Self-Reporting Bias –If data on teaching styles or teacher competence were collected through surveys or self-reports, responses may be subject to social desirability bias, where participants provide answers they believe are expected rather than their true practices.
3. Limited Observational Data –Without direct classroom observations, the study relies on reported teaching behaviors rather than actual instructional practices, which may not fully capture the dynamic nature of teaching styles.
4. Short-Term Focus –Since the study examines immediate or short-term effects, the long-term impact of GBA, curriculum adaptations, and teacher competence on English proficiency remains unclear. Longitudinal research would provide a more comprehensive understanding.
5. Measurement Constraints –The assessment of English achievement may be limited by standardized tests or institutional grading systems, which might not fully reflect students' practical language skills (e.g., speaking, real-world communication).
6. External Variables –Factors such as student motivation, parental involvement, or extracurricular exposure to English were not controlled for, potentially influencing the observed outcomes.
7. Curriculum Implementation Variability – The effectiveness of curriculum design depends on how teachers interpret and implement it. Variations in instructional delivery could lead to inconsistent results across classrooms.

5.4. Suggestions

Based on the findings obtained in this research, here are some constructive suggestions that can be applied by Future Researchers, Teacher, and Policymakers:

5.4.1. For Future Research

Future studies should prioritize longitudinal research to assess the sustained effects of GBA and adaptive teaching styles on language proficiency. Additionally, comparative studies between GBA and other methodologies (e.g., task-based learning) could identify the most effective strategies for diverse learners. Researchers should also develop assessment frameworks to measure how teaching styles mediate the relationship between pedagogy and learning outcomes, while accounting for contextual factors like socioeconomic and institutional influences.

5.4.2. For Teachers

Educators should adopt dynamic, student-centered teaching styles, such as genre modelling and scaffolded feedback, to enhance engagement and language acquisition. Continuous professional development in multimodal and adaptive instruction (e.g., integrating technology, differentiated learning) is essential to address varying student needs. Teachers are also encouraged to engage in reflective practice, regularly evaluating and refining their methods based on student performance data.

5.4.3. For Policymakers and Curriculum Developers

Policymakers should invest in teacher training programs that strengthen pedagogical competence, particularly in GBA and learner-centered approaches. Curricula should be designed with flexibility, allowing educators to adapt content and methodologies to their students' needs. Additionally, ensuring access to technology and genre-based resources (e.g., model texts, digital tools) will

support effective implementation. Finally, bridging research and policy by incorporating evidence-based strategies into national education frameworks will help align theory with practice.

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APPENDICES

Appendix 1

INDONESIAN VERSION OF CEFR COURSE LEARNING OUTCOMES ANALYSIS (CAPAIAN PEMBELAJARAN & ANALISIS TUJUAN PEMBELAJARAN BAHASA INGGRIS DALAM KURIKULUM MERDEKA)

Phase A-Grade 1 and 2 Primary School

Listening-Speaking

By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.

Reading-Viewing

By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using non-verbal communication.

Phase B • English Grade 3-4

Element Accomplishment

Listening-Speaking

By the end of Phase B, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some sentence elements to participate in classroom routines and learning activities, such as expressing feelings, expressing needs and requesting help. They identify key points of information in visually supported oral presentations containing familiar vocabulary. Using visual cues, they follow a series of simple instructions related to classroom procedures and learning activities.

Reading-Viewing

By the end of Phase B, students understand everyday vocabulary with support from pictures/ illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.

Writing-Presentation

By the end of Phase B, students communicate their ideas and experience through drawings and copied writing. With teachers' support, they produce simple descriptions and procedures using simple words/phrases and pictures. They use invented spelling in writing simple vocabulary related to their class and home environments.

Phase C • English
Grade 5-6

Listening-Speaking

By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.

Reading-Viewing

By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.

Writing-Presentation

By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic

strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.

Phase D • English
Junior School
Grade 7-8-9

Listening-Speaking

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Reading-Viewing

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Writing-Presentation

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Phase E • English
Senior High School
Grade 10-11

Listening-Speaking

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to

questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Reading-Viewing

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Writing-Presentation

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Phase F • English
Senior High School
Grade 12

Listening-Speaking

By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open- ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.

Reading-Viewing

By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.

Writing-Presentation

By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self- correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Appendix 2. Questionnaire

Dear Respondent,

We kindly invite you to participate in this research titled **EXAMINING THE ROLE OF GENRE-BASED APPROACH TEACHING CYCLE ON ENGLISH ACHIEVEMENT IN THE PHASE-D OF INDONESIAN CEFR MEDIATED BY TEACHING STYLES**. the objectives of this study are to investigate the influence of the Genre-Based Approach, Curriculum Design, and Teacher Competence on Teaching Styles and English achievement in Phase-D CEFR, as well as to examine how Teaching Styles mediate the influence of these factors on English achievement. The information you provide will be kept strictly confidential and used solely for academic purposes. Your participation is entirely voluntary, and you may withdraw at any time. We greatly appreciate your time and cooperation in completing this questionnaire.

Thank you for your valuable contribution!

Name : ……..

Gender : [1] Male [2] Female

Age : [1] < 30 years [3] 41-50 years

[2] 30-40 years [4] > 50 years

Teaching experiences : [1] < 5 years [3] 11-15 years

[2] 5-10 years [4] > 15 years

Please check (✓) one of the following options that best represents your opinion:

SD : Strongly Disagree
D : Disagree
N : Neutral
A : Agree
SA : Strongly Agree

Independent Variables
Genre-Based Approach

No	Statement	SD	D	N	A	SA
1	I effectively activate my students' prior knowledge before introducing new genres in English lessons					
2	I consistently provide clear examples of genre-specific texts for students to follow during English lessons					
3	I regularly collaborate with students to co-create genre-based texts during English classes					

4	My students are able to produce genre-based texts independently after guided practice in English lesson					

Curriculum Design

No	Statement	SD	D	N	A	SA
1	The learning goals in my English curriculum are clearly aligned with CEFR Phase-D objectives.					
2	My lesson plans for English classes are well-structured and support genre-based teaching activities					
3	The teaching materials I use in English lessons are relevant and supportive of CEFR Phase-D standards					
4	The learning methods outlined in my English curriculum encourage active student participation.					
5	The evaluation methods in my English curriculum effectively assess students' progress in genre-based skills					

Teacher Competence

No	Statement	SD	D	N	A	SA
1	I maintain an organized and conducive classroom environment during English lessons					
2	I have a strong understanding of English language content required for CEFR Phase-D teaching					
3	I apply a variety of effective teaching strategies to enhance English learning in my classes					
4	I skillfully use teaching media (e.g., visuals, technology) to support English instruction					

Teaching Style

No	Statement	SD	D	N	A	SA
1	I primarily act as a direct instructor, providing clear explanations during English lessons					
2	I frequently demonstrate English skills or tasks for students to observe and imitate					
3	I encourage students to take an active role in learning English through guided discussions					

4	I allow students to work independently on English tasks with minimal direct supervision.					

English Achievement

No	Statement	SD	D	N	A	SA
1	My students demonstrate a growing mastery of vocabulary relevant to CEFR Phase-D levels					
2	My students show improved accuracy in using English grammar in their assignments					
3	My students can comprehend and analyze English texts appropriate for CEFR Phase-D standards.					
4	My students produce well-structured English writings that meet CEFR Phase-D expectations.					

Appendix 3. Descriptive Statistic

GND

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	114	35.1	35.1	35.1
	Female	211	64.9	64.9	100.0
	Total	325	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 30 Years	75	23.1	23.1	23.1
	30-40 Years	101	31.1	31.1	54.2
	41-50 Years	114	35.1	35.1	89.2
	> 50 Years	35	10.8	10.8	100.0
	Total	325	100.0	100.0	

TEXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 5 Years	62	19.1	19.1	19.1
	5-10 Years	88	27.1	27.1	46.2
	11-15 Years	124	38.2	38.2	84.3
	> 15 Years	51	15.7	15.7	100.0
	Total	325	100.0	100.0	

X1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.2	1.2	1.2
	D	5	1.5	1.5	2.8
	N	82	25.2	25.2	28.0
	A	188	57.8	57.8	85.8
	SA	46	14.2	14.2	100.0
	Total	325	100.0	100.0	

X1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.3	.3	.3
	D	22	6.8	6.8	7.1
	N	66	20.3	20.3	27.4
	A	186	57.2	57.2	84.6
	SA	50	15.4	15.4	100.0
	Total	325	100.0	100.0	

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	.9	.9	.9
	D	20	6.2	6.2	7.1
	N	71	21.8	21.8	28.9
	A	184	56.6	56.6	85.5
	SA	47	14.5	14.5	100.0
	Total	325	100.0	100.0	

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	1.5	1.5	1.5
	D	17	5.2	5.2	6.8
	N	92	28.3	28.3	35.1
	A	163	50.2	50.2	85.2
	SA	48	14.8	14.8	100.0
	Total	325	100.0	100.0	

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	1.5	1.5	1.5
	D	17	5.2	5.2	6.8
	N	69	21.2	21.2	28.0
	A	202	62.2	62.2	90.2
	SA	32	9.8	9.8	100.0
	Total	325	100.0	100.0	

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.6	.6	.6
	D	7	2.2	2.2	2.8
	N	84	25.8	25.8	28.6
	A	154	47.4	47.4	76.0
	SA	78	24.0	24.0	100.0
	Total	325	100.0	100.0	

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.6	.6	.6
	D	20	6.2	6.2	6.8
	N	61	18.8	18.8	25.5
	A	166	51.1	51.1	76.6
	SA	76	23.4	23.4	100.0
	Total	325	100.0	100.0	

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.2	1.2	1.2
	D	9	2.8	2.8	4.0
	N	18	5.5	5.5	9.5
	A	189	58.2	58.2	67.7
	SA	105	32.3	32.3	100.0
	Total	325	100.0	100.0	

X2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.2	1.2	1.2
	D	14	4.3	4.3	5.5
	N	22	6.8	6.8	12.3
	A	222	68.3	68.3	80.6
	SA	63	19.4	19.4	100.0
	Total	325	100.0	100.0	

X3.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	4.0	4.0	4.0
	N	16	4.9	4.9	8.9
	A	233	71.7	71.7	80.6
	SA	63	19.4	19.4	100.0
	Total	325	100.0	100.0	

X3.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	14	4.3	4.3	4.3
	N	30	9.2	9.2	13.5
	A	185	56.9	56.9	70.5
	SA	96	29.5	29.5	100.0
	Total	325	100.0	100.0	

X3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	1.8	1.8	1.8
	N	24	7.4	7.4	9.2
	A	211	64.9	64.9	74.2
	SA	84	25.8	25.8	100.0
	Total	325	100.0	100.0	

X3.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	4.0	4.0	4.0
	N	23	7.1	7.1	11.1
	A	213	65.5	65.5	76.6
	SA	76	23.4	23.4	100.0
	Total	325	100.0	100.0	

Y1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	3.1	3.1	3.1
	N	27	8.3	8.3	11.4
	A	218	67.1	67.1	78.5
	SA	70	21.5	21.5	100.0
	Total	325	100.0	100.0	

Y1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	25	7.7	7.7	7.7
	N	28	8.6	8.6	16.3
	A	170	52.3	52.3	68.6
	SA	102	31.4	31.4	100.0
	Total	325	100.0	100.0	

Y1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	23	7.1	7.1	7.1
	N	25	7.7	7.7	14.8
	A	170	52.3	52.3	67.1
	SA	107	32.9	32.9	100.0
	Total	325	100.0	100.0	

Y1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	25	7.7	7.7	7.7
	N	32	9.8	9.8	17.5
	A	211	64.9	64.9	82.5
	SA	57	17.5	17.5	100.0
	Total	325	100.0	100.0	

Y2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	1.8	1.8	1.8
	N	40	12.3	12.3	14.2
	A	193	59.4	59.4	73.5
	SA	86	26.5	26.5	100.0
	Total	325	100.0	100.0	

Y2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	18	5.5	5.5	5.5
	N	21	6.5	6.5	12.0
	A	184	56.6	56.6	68.6
	SA	102	31.4	31.4	100.0
	Total	325	100.0	100.0	

Y2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	2.8	2.8	2.8
	N	34	10.5	10.5	13.2
	A	213	65.5	65.5	78.8
	SA	69	21.2	21.2	100.0
	Total	325	100.0	100.0	

Y2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	3.1	3.1	3.1
	N	34	10.5	10.5	13.5
	A	194	59.7	59.7	73.2
	SA	87	26.8	26.8	100.0
	Total	325	100.0	100.0	

Appendix 4. Classical Assumption Tests

1. Regression

Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	Unstandardized Residual
N		325	325
Normal Parameters[a,b]	Mean	.0000000	.0000000
	Std. Deviation	1.83890281	1.90663173
Most Extreme Differences	Absolute	.093	.101
	Positive	.080	.101
	Negative	-.093	-.097
Test Statistic		.093	.101
Asymp. Sig. (2-tailed)		.193[c]	.188[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Multicolinearity Test

Coefficients[a]

Model		Collinearity Statistics Tolerance	VIF
1	(Constant)		
	Building Knowledge of the Field (BKOF)	.434	2.305
	Modelling	.385	2.599
	Joint Construction	.360	2.779
	Independent Construction	.459	2.177

Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.043	.331		15.244	.000
	Building Knowledge of the Field (BKOF)	-.081	.120	-.048	-.676	.500
	Modelling	-.471	.119	-.297	-1.461	.145
	Joint Construction	-.267	.121	-.172	-1.515	.131
	Independent Construction	-.157	.102	-.105	-1.530	.127

a. Dependent Variable: ABSRES_1

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.261	.349		15.085	.000
	Building Knowledge of the Field (BKOF)	-.351	.127	-.198	-1.563	.119
	Modelling	-.388	.125	-.235	-1.097	.273
	Joint Construction	-.257	.127	-.159	-1.620	.106
	Independent Construction	-.022	.108	-.014	-.199	.842

a. Dependent Variable: ABSRES_2

2. SEM

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	Unstandardized Residual
N		325	325
Normal Parameters[a,b]	Mean	.0000000	.0000000
	Std. Deviation	.88888664	.48239178
Most Extreme Differences	Absolute	.068	.092
	Positive	.045	.092
	Negative	-.068	-.075
Test Statistic		.068	.092
Asymp. Sig. (2-tailed)		.097[c]	.103[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Multicolinearity Test

Coefficients[a]

Model		Collinearity Statistics Tolerance	VIF
1	(Constant)		
	X1	.404	2.476
	X2	.312	3.204
	X3	.434	2.306
	Y1	.344	2.910

a. Dependent Variable: Y2

Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.803	.223		3.594	.000
	X1	-.095	.023	-.337	-1.127	.261
	X2	-.049	.038	-.114	-1.294	.197
	X3	.161	.034	.329	1.740	.143

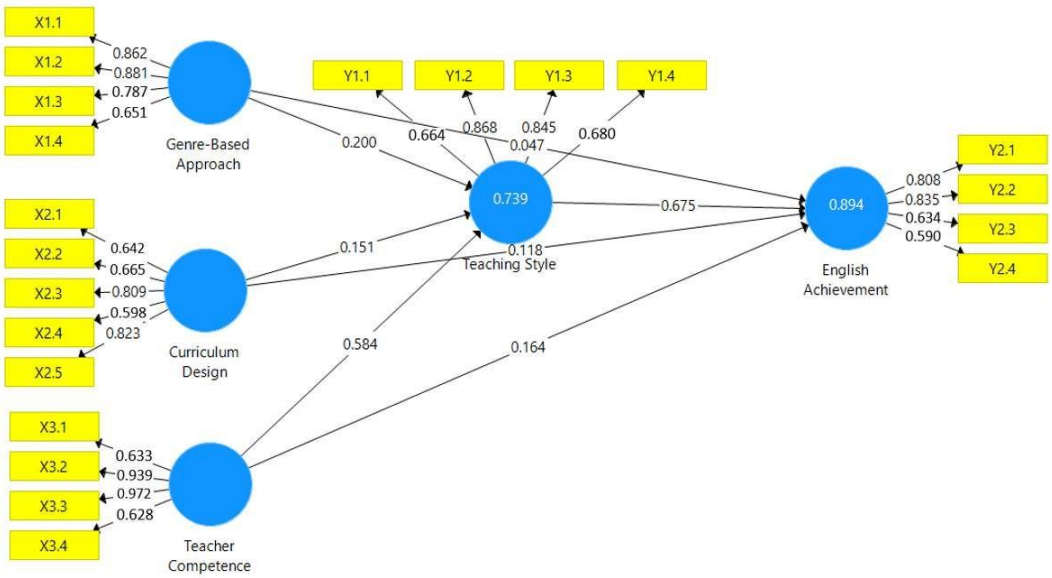
a. Dependent Variable: ABSRES_1

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.525	.133		3.934	.000
	X1	-.008	.014	-.053	-.611	.542
	X2	.002	.024	.007	.072	.943
	X3	.016	.023	.059	.705	.481
	Y1	-.028	.021	-.127	-1.340	.181

a. Dependent Variable: ABSRES_2

Appendix 5. Outer Model



Outer Loading

	Curriculum Design	English Achievement	Genre-Based Approach	Teacher Competence	Teaching Style
X1.1			0.862		
X1.2			0.881		
X1.3			0.887		
X1.4			0.851		
X2.1	0.842				
X2.2	0.765				
X2.3	0.809				
X2.4	0.798				
X2.5	0.823				
X3.1				0.833	
X3.2				0.839	
X3.3				0.772	
X3.4				0.828	
Y1.1					0.764
Y1.2					0.868
Y1.3					0.845
Y1.4					0.880
Y2.1		0.808			
Y2.2		0.835			
Y2.3		0.834			
Y2.4		0.790			

Discriminant Validity

1) Fornell-Larcker Criterion

	Curriculum Design	English Achievement	Genre-Based Approach	Teacher Competence	Teaching Style
Curriculum Design	0.808				
English Achievement	0.792	0.817			
Genre-Based Approach	0.826	0.724	0.870		
Teacher Competence	0.757	0.842	0.647	0.818	
Teaching Style	0.758	0.933	0.702	0.828	0.840

2) Cross Loading

	Curriculum Design	English Achievement	Genre-Based Approach	Teacher Competence	Teaching Style
X1.1	0.718	0.635	0.862	0.603	0.610
X1.2	0.754	0.646	0.881	0.612	0.635
X1.3	0.703	0.610	0.787	0.499	0.609
X1.4	0.699	0.628	0.651	0.532	0.589
X2.1	0.642	0.570	0.758	0.595	0.548
X2.2	0.665	0.548	0.722	0.524	0.495
X2.3	0.809	0.611	0.769	0.554	0.590
X2.4	0.598	0.669	0.557	0.649	0.637
X2.5	0.823	0.756	0.579	0.699	0.742
X3.1	0.629	0.699	0.547	0.633	0.713
X3.2	0.576	0.699	0.509	0.939	0.669
X3.3	0.620	0.646	0.492	0.972	0.634
X3.4	0.652	0.709	0.566	0.628	0.690
Y1.1	0.576	0.668	0.514	0.652	0.664
Y1.2	0.629	0.803	0.585	0.715	0.868
Y1.3	0.675	0.815	0.605	0.724	0.845
Y1.4	0.664	0.837	0.649	0.692	0.680
Y2.1	0.641	0.808	0.616	0.699	0.786
Y2.2	0.701	0.835	0.601	0.747	0.781
Y2.3	0.647	0.634	0.620	0.671	0.802
Y2.4	0.594	0.590	0.522	0.628	0.670

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Curriculum Design	0.868	0.876	0.904	0.652
English Achievement	0.834	0.837	0.889	0.668
Genre-Based Approach	0.893	0.893	0.926	0.757
Teacher Competence	0.835	0.837	0.890	0.670
Teaching Style	0.860	0.866	0.906	0.706

Appendix 6. Multiple Linear Regression

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.074	.586		10.371	.000
	Building Knowledge of the Field (BKOF)	.817	.213	.231	3.830	.000
	Modelling	.907	.211	.276	4.308	.000
	Joint Construction	.532	.181	.172	2.929	.004
	Independent Construction	.413	.214	.128	1.933	.054

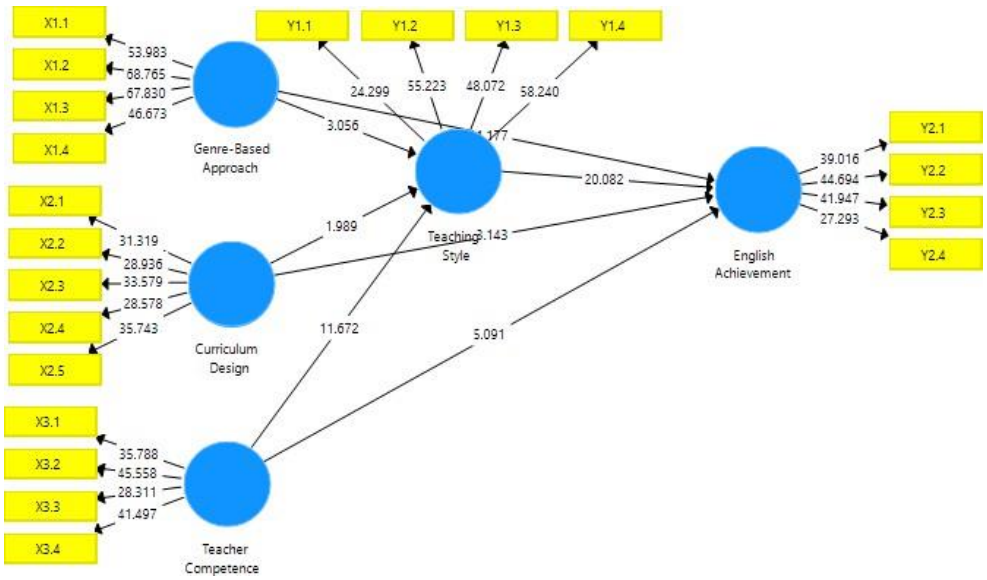
a. Dependent Variable: Teaching Style

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
2	(Constant)	5.467	.607		9.003	.000
	Building Knowledge of the Field (BKOF)	1.275	.221	.345	5.770	.000
	Modelling	.794	.218	.231	3.637	.000
	Joint Construction	.497	.188	.153	2.639	.009
	Independent Construction	.267	.221	.079	1.204	.230

a. Dependent Variable: English Achievement

Appendix 7. Inner Model



R Square

	R Square	R Square Adjusted
English Achievement	0.894	0.893
Teaching Style	0.739	0.736

F Square

	English Achievement	Teaching Style
Curriculum Design	0.030	0.020
Genre-Based Approach	0.006	0.048
Teacher Competence	0.069	0.557
Teaching Style	1.125	

Q Square

	SSO	SSE	Q^2 (=1-SSE/SSO)
Curriculum Design	1,625.000	1,625.000	
English Achievement	1,300.000	576.460	0.557
Genre-Based Approach	1,300.000	1,300.000	
Teacher Competence	1,300.000	1,300.000	
Teaching Style	1,300.000	667.298	0.487

Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Genre-Based Approach -> Teaching_Style	0.200	0.198	0.065	3.056	0.002
Curriculum_Design -> Teaching_Style	0.151	0.160	0.076	1.989	0.047
Teacher Competence -> Teaching_Style	0.584	0.576	0.050	11.672	0.000
Genre-Based Approach -> English Achievement	0.047	0.047	0.040	3.143	0.002
Curriculum_Design -> English Achievement	0.118	0.118	0.038	1.177	0.240
Teacher Competence -> English Achievement	0.164	0.163	0.032	5.091	0.000
Teaching_Style -> English Achievement	0.675	0.675	0.034	20.082	0.000

Specific Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Curriculum Design -> Teaching Style -> English Achievement	0.102	0.108	0.052	1.972	0.049
Genre-Based Approach -> Teaching Style -> English Achievement	0.135	0.133	0.044	3.044	0.002
Teacher Competence -> Teaching Style -> English Achievement	0.394	0.389	0.039	10.103	0.000

Appendix 8. Data

No	GND	AGE	TEXP	X1.1	X1.2	X1.3	X1.4	X2.1	X2.2	X2.3	X2.4	X2.5	X3.1	X3.2	X3.3	X3.4	Y1.1	Y1.2	Y1.3	Y1.4	Y2.1	Y2.2	Y2.3	Y2.4
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Excel Input Data

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