

CHAPTER I

INTRODUCTION

This chapter introduces the study. It includes the research background, research questions, research objectives, research scope and limitations, research significance, and the definition of key terms.

A. Research Background

In the face of technological advancements, such as artificial intelligence, reflection remains a uniquely human trait that is absent in current AI systems. These systems lack the ability to engage with the ambiguity and social contexts that humans navigate through reflection. Reflection is not only a characteristic that distinguishes humans from machines but also a critical skill for personal development and effective decision-making.¹ For education, reflection is a multifaceted approach that enhances both teaching and learning experiences by allowing educators and learners to engage deeply with their personal and professional narratives. It enables educators and learners to critically examine their experiences, reassess established practices, envision more effective ways of teaching and learning, and provide a more nuanced lens into the emotional aspects of education.² In the context of English language education, reflection becomes particularly valuable when navigating complex pedagogical shifts, such as the adoption of the genre-based approach (GBA) in writing instruction.

As a method that foregrounds the social purposes and structures of texts, GBA challenges traditional, product-focused teaching models and encourages a more scaffolded, explicit, and contextual in the way of helping students write meaningfully and effectively.³ In Indonesian curriculum, there is nothing more of approaches that mostly applied in English subject, unless the GBA which applies in its three (*Kurikulum Berbasis Kompetensi (KBK)* in 2004, *Kurikulum*

¹ Peter R. Lewis and Ștefan Sarkadi, "Reflective Artificial Intelligence," *Minds and Machines* 34, no. 14 (2024): 1–30, <https://doi.org/10.1007/s11023-024-09664-2>.

² Aziza Restu Febrianto and Allvian Ika Fiki Susanto, "EFL Students' Reflections on Their Language Learning Shifts: Before, During, and After COVID-19," *Journal of Asia TEFL* 20, no. 1 (2023): 106–26, <https://doi.org/10.18823/asiatefl.2023.20.1.7.106>.

³ Ken Hyland, "Genre-Based Instruction and Corpora," *TESOL Quarterly* 58, no. 3 (2023): 1227–34, <https://doi.org/10.1002/tesq.3273>.

Tingkat Satuan Pendidikan (KTSP) in 2006, and *Kurikulum Merdeka* in 2022 to now on).⁴

Specifically, in the recent curriculum, *Kurikulum Merdeka* for primary and high schools, and *Merdeka Belajar Kampus Merdeka* for college grades, the use of GBA in language teaching-learning is considered to be the most appropriate one.⁵ In the English Language Education (TBI) Study Program of IAIN Kediri, GBA has been implemented since the academic year of 2023/2024. This is because, among other things, GBA is an approach whose processes are believed to be able to improve students' English language skills related to elemental genres because it is highly scaffolded, which ultimately leads to the ability to write and explain their final assignments, that is, their own theses.⁶ GBA itself consists of some stages; Building Knowledge of the Field (BKOF), Modelling and Deconstruction of the Text (MDOT), Joint of Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). With those four stages, GBA tends to show its existence in improving language knowledge and ability, including English.⁷

In Indonesia, GBA has attracted scholars in conducting researches. These studies are being investigated in all language skills⁸. It is also studied at all levels

⁴ Destri Wahyu Ningsih, "The Implementation of Genre Based Approach in Teaching Reading: A Case Study at SMPN 17 in Pekanbaru," *English Language Teaching (ELT)* 1, no. 1 (2015): 1–7; Dwi Estrini, "Penerapan Genre Based Approach (GBA) Dalam Pembelajaran Bahasa Inggris SMPN 1 Panimbang," *TEACHER : Jurnal Inovasi Karya Ilmiah Guru* 1, no. 1 (2021): 96–101, <https://doi.org/10.51878/teacher.v1i1.544>; Kezia Nathalia Graziella, Yogi Setia Samsi, and Acep Bahrul Khamil, "The Exploration of Genre-Based Approach in Teaching Speaking at EFL Classroom: A Case Study at Student High School," *AoEJ: Academy of Education Journal* 08, no. 1 (2023): 49–58.

⁵ Nurfadilah Nadjib and Anita Triastuti, "Indonesian EFL Teachers' Portrayal of Genre-Based Teaching Practices: Perceptions, Implementation, and Challenges," *Journal on English as a Foreign Language* 13, no. 2 (2023): 475–98, <https://doi.org/10.23971/jefl.v13i2.6501>.

⁶ Interview with the English Language Education (TBI) Study Program of IAIN Kediri, June 4th, 2025.

⁷ Emi Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris* (Bandung: Kiblat Buku Utama, 2016).

⁸ Aprilza Aswani et al., "Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia," *Theory and Practice in Language Studies* 13, no. 5 (2023): 1197–1203, <https://doi.org/10.17507/tpls.1305.13>; An Cheng, "The Place of Language in the Theoretical Tenets, Textbooks, and Classroom Practices in the ESP Genre-Based Approach to Teaching Writing," *English for Specific Purposes* 64 (2021): 26–36, <https://doi.org/10.1016/j.esp.2021.07.001>; Rahmi, Aswani Muslem, and Bukhari Daud, "Employing Genre Based Approach With Audio Dialogue To Enhance Students' Speaking Performance,"

of education, from primary to university⁹. It shows that the interest in studying this topic is attractive enough, even though the studies that cover both the lecturers' and the students' side on this topic need more attention.

In the teaching-learning process itself, the roles of lecturers and students are important. Students can participate in teaching-learning activities, not only as learners but also as partners and co-creators. It is possible to get this by having a collaborative partnership between the two¹⁰. Hence, having lecturer's and student's narratives seem to be an essential part of the issue. Barkhuizen explains that the concept and practice of language lecturer identities can be constructed in and through narrative.¹¹ The significance of narrative methods, particularly in situations where capturing the essence and significance of experiences is challenging through direct observation.¹² Such methods prove most effective when viewed from the perspectives of those who directly undergo the experiences.

English Education Journal 11, no. 1 (2020): 58–77; Sindy Johana Montero-Arévalo, "Effects Of Genre Based Approach (GBA) In EFL Reading Comprehension And Writing," *GIST – Education and Learning Research Journal* 19, no. 19 (2019): 84–100, <https://doi.org/10.26817/16925777.762>.

⁹ Carina Hermansson et al., "The (Non)Effect of Joint Construction in a Genre-Based Approach to Teaching Writing," *Journal of Educational Research* 112, no. 4 (2019): 483–94, <https://doi.org/10.1080/00220671.2018.1563038>; Meyliza Hayrani Fatjriya, Tahrin, and Artanti Puspita Sari, "The Effects of a Genre-Based Approach and Learning Encouragement on the Writing Achievement of Eighth-Grade Students at SMP Negeri 3 Air Kumbang," *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 565 (2021): 1305–10, <https://doi.org/10.2991/assehr.k.210716.261>; Nur Intan Lukmawardani and Ima Mutholliatil Badriyah, "Genre-Based Approach to Improve Students' Writing Ability of Tenth Graders of Senior High School," *English Edu: Journal of English Teaching and Learning* 1, no. 1 (2022): 9–17; Akiko Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students," *Tesl-Ej* 26, no. 3 (2022): 1–28, <https://doi.org/10.55593/ej.26103a13>.

¹⁰ Mick Healey, Abbi Flint, and Kathy Harrington, *Engagement through Partnership: Students as Partners in Learning and Teaching in Higher Education* (York, UK: Higher Education Academy, University of York, 2014); Catherine Bovill, Alison Cook-Sather, and Peter Felten, "Students as Co-creators of Teaching Approaches, Course Design, and Curricula: Implications for Academic Developers," *International Journal for Academic Development* 16, no. 2 (June 2011): 133–45, <https://doi.org/10.1080/1360144X.2011.568690>.

¹¹ Gary Barkhuizen, "A Short Story Approach to Analyzing Teacher (Imagined) Identities Over Time," *TESOL Quarterly* 50, no. 3 (2016): 655–83, <https://doi.org/10.1002/tesq.311>.

¹² Phil Benson et al., *Second Language Identity in Narratives of Study Abroad* (Hampshire: Palgrave Macmillan, 2013), <https://doi.org/10.1057/9781137029423>.

Particularly, the tense of doing GBA research in writing skill still becomes the most popular one¹³. However, the preliminary studies are less concerned with exploring their narratives or future direction in navigating their learning activities within the approach and more concerned with how this approach is applied¹⁴ or how its effects on students' achievements¹⁵. Therefore, the need to do a study about GBA in the idea to highlight it from lecturers' and students' narratives is rising.

Indeed, there have been several studies which have conducted in the area of lecturers' and students' perception and knowledge about GBA. A study that investigated 42 senior high school English lecturers in Indonesia revealed that 38.1% of the lecturers have a deep GBA knowledge while the rest (61.9%) of the lecturers have a shallow knowledge¹⁶. Other studies which were conducted on 28 senior high school lecturers in Yogyakarta¹⁷ and 2 senior high school lecturers in Aceh Tengah¹⁸ found quite similar findings in which the lecturers still have low GBA knowledge theoretically and practically even though they have positive perception towards the implementation of GBA in teaching English. Not only in-service lecturers who experience problems but also pre-

¹³ Melanie Selvaraj and Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms," *International Journal of Academic Research in Progressive Education and Development* 8, no. 4 (2019): 450–73, <https://doi.org/10.6007/ijarped/v8-i4/6564>.

¹⁴ Harni Kartika-Ningsih and Wawan Gunawan, "Recontextualisation of Genre-Based Pedagogy: The Case of Indonesian EFL Classrooms," *Indonesian Journal of Applied Linguistics* 9, no. 2 (2019): 335–47, <https://doi.org/10.17509/ijal.v9i2.20231>; Uswatun Qoyyimah et al., "Critical Pedagogy through Genre-Based Pedagogy for Developing Students' Writing Skills: Strategies and Challenges," *NOBEL: Journal of Literature and Language Teaching* 13, no. 1 (2022): 98–116, <https://doi.org/10.15642/nobel.2022.13.1.98-116>.

¹⁵ Iftihatul Lail, "The Implementation of Genre Based Approach in Teaching Recount Text to Promote Students' Writing Skill," *RETAIN: Research on English Language Teaching in Indonesia* 09, no. 03 (2022): 93–101; Meikardo Samuel Prayuda, Jontra Jusat Pangaribuan, and Arny Linia, "The Effect of Genre Based Approach For The Students Writing Skill," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 20152–58, <https://jptam.org/index.php/jptam/article/view/9454>.

¹⁶ Suharyadi, Utami Widiati, and Yazid Basthomi, "Exploring EFL Teachers' New Pedagogical Content Knowledge of Genre-Based Approach," *English Review: Journal of English Education* 10, no. 1 (2021): 1–14, <https://doi.org/10.25134/erjee.v10i1.5348>.

¹⁷ Nadjib and Triastuti, "Indonesian EFL Teachers' Portrayal of Genre-Based Teaching Practices: Perceptions, Implementation, and Challenges."

¹⁸ Nadia Nabilah and Emi Emilia, "English Teachers' Knowledge of Genre-Based Approach: Concept and Implementation," *Premise: Journal of English Education and Applied Linguistics* 12, no. 3 (2023): 1045–57, <https://doi.org/10.24127/pj.v12i3.8046>.

service lecturers¹⁹. Those studies give similar suggestion that there must be further training and supervision for the lecturers regarding GBA application. Unfortunately, while studies on lecturers' perspectives toward GBA are quite enormous, the studies on students' voices on the implementation of GBA are less concerned.

Later, the question comes up about their life stories and experiences back in their days to the first times they experienced GBA in their writing class, the challenges and solutions they tried to have, and how they reflect on themselves now as well as the hope they would have for having writing class with GBA. This research attempts to explore this notion. This study exists to fill a gap in the practice and perspective of lecturer and students in a state-Islamic higher education institution, which has narrowed in their narratives. It is carried out by analyzing and retelling their experiences in implementing GBA in writing class.

Concerning the fact that previous studies focus on the point of view of the implementation and effect of GBA in writing skill English language learning and conducted in public schools and if any is more focusing on lecturers' perspectives, the researcher feels it is essential to fill the gap by finding out in-depth and making meaning of Islamic college lecturer's and students' perspectives through their narratives and life experiences which covers past, present, and future dimensions. Knowing their narratives can influence the teaching-learning activity to make an optimal outcome over the implementation of GBA, specifically in writing class.

B. Research Questions

The following research questions are based on the research background mentioned above:

1. How did students and the lecturer perceive and experience the initial implementation of GBA in their writing class?

¹⁹ Chang Liu and Meihua Chen, "A Genre-Based Approach in the Secondary School English Writing Class: Voices from Student-Teachers in the Teaching Practicum," *Frontiers in Psychology* 13, no. September (2022): 1–15, <https://doi.org/10.3389/fpsyg.2022.992360>.

2. How were students and the lecturer experiencing the challenges they faced in the implementation of GBA in their current writing class?
3. How were students and the lecturer overcoming the challenges they faced while implementing GBA in their current writing class?
4. What do students and the lecturer reflect on about themselves and the future direction of their English writing teaching and learning with GBA?

C. Research Objectives

The objectives of this study are to ascertain the following based on the above-stated research questions:

1. The experiences of students and the lecturer in the initial implementation of GBA in their writing class.
2. The challenges faced by students and the lecturer while implementing GBA in their current writing class.
3. The solutions they came up with to overcome the challenges they found in implementing GBA in their writing class
4. The reflections and future directions of students and the lecturer regarding their English writing development through GBA.

D. Research Scope and Limitations

The scope of this present study focuses on the lecturer's and students' narratives about their experiences and reflections towards GBA in their writing class. It investigates the lecturer's and students' past (their readiness in the first time of applying GBA in their writing class), present (challenges and strategies to solve obstacles faced in their GBA writing class), and future (reflection, hope, and wishes related to the future direction in their GBA writing class). The site of the study is in English Language Education Study Program of State Islamic Institute (IAIN) of Kediri. This narrative study is also limited to the third semester students who got the Writing for Academic Purposes course.

E. Research Significance

The significance of this study covers students, lecturers, and future researchers. For students, the existence of this research can serve as a general reflection and guidance in preparing their English-speaking learning with a

GBA for the next round. The result of this research can also help lecturers have a better understanding of how they and the students perceive the teaching-learning process in English classes with a GBA. Then, it can give lecturers more insights into how to set up better English writing classes with the approach in the future. For researchers, this study can be used as a reference to understand more about the GBA in English writing and conduct further research on this topic.

F. Definition of Key Terms

1. Narrative

In this study, the narrative is defined as a story that contains signs of experience and has a sequence, whether in its plot or time, that can be performed in an oral, written, or visual medium to make meaning or reflect the story itself.

2. Genre-Based Approach

The genre-based approach which will be investigated in this study is one of the learning approaches which covers four stages. These are Building Knowledge of the Field, Modelling and Deconstruction of the Text, Joint Construction, and Independent Construction.

3. Lecturers' and Students' Reflections

In this research, reflection, and stories of the experiences are intertwined because, when they are combined, they form an activity to reflect on or make sense of someone's life experience to have such a washback of what has been done and how it would be better for the future.

4. Lecturers' and Students' Perceptions

In the context of this study, lecturers' and students' perceptions refer to viewpoints, attitudes, or beliefs held by lecturers and students about a particular aspect of the educational experience.