

**REFLECTIONS ON GENRE-BASED APPROACH IN WRITING CLASS:
A NARRATIVE STUDY IN ISLAMIC HIGHER EDUCATION**

THESIS

Presented to

Syekh Wasil State Islamic University Kediri

In Partial Fulfilment of Requirements

For the Degree of *Magister* of English Language Education



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2025

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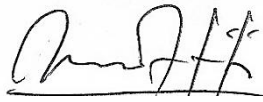
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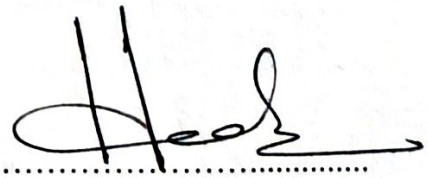
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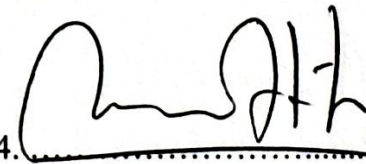
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MOTTO

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا ۖ وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ ۚ وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ ۚ إِنَّ اللَّهَ بَالِغُ أَمْرِهِ ۖ قَدْ جَعَلَ اللَّهُ لِكُلِّ شَيْءٍ قَدْرًا ۝ ٣

... And whoever fears Allah, He will make for him a way out. And will provide for him from where he does not expect. And whoever relies upon Allah, then He is sufficient for them. Indeed, Allah will accomplish His purpose. Allah has already set for everything a [decreed] extent.

(QS. At-Talaq: 2-3)

DEDICATION

This thesis is dedicated to:

1. Allah SWT., who has given me the second chance and who has given me strength and guidance in living this life, especially in finishing this thesis.
2. My mother, Ibu Lilik Suryani, who is always strong and full of love for her children. I am really sorry for every tear of yours that I made and for letting you down for so many times.
3. My father, Bapak Nyaji Siswoyo, who is always watching me from afar. Thank you for giving me the chance to be a real man this early. I am really sorry for everything that makes you disappointed.
4. My siblings, Mbak Salma, Adek Asna, and Adek Asyrofi. Thank you for making my life full of joy, meaningful, and colorful.
5. My big family, especially Pakde Aji, Bude Win, Mbak Iin, and Mas Haris, who is always supporting me to get higher education.
6. My respected advisors, Ibu Dr. Toyyibah, S.S. M.Pd. and Ibu Nur Afifi, M.App.Ling., Ph.D. Thank you for still believing me in the very last minutes. May Allah repay your kindness with something more and more.
7. My best friend of life, Shinta, Khabib, Irun, Laila, and Hanif. Thank you for always staying by my side in the difficult and happy times.
8. My best friends since the very beginning of this S2 journey, the class of 2023. Thank you for the support, prays, and memories. You guys will never disappear from my heart and mind.

ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin, all praise to Allah SWT. whose guidance and blessing have enabled the researcher to finish this thesis. Peace and salutation always be given to the last Prophet Muhammad SAW.

Subsequently, in finishing this thesis, I realize that there are many relatives who give their help, guidance and motivation. Therefore, I would like to dedicate great appreciation and sincerest gratitude to:

1. The dearest and beloved parents, brother and sisters who have given me full love, attention, encouragement, support, pray and motivation
2. Prof. Dr. Wahidul Anam, M.Ag., the rector of UIN Syekh Wasil Kediri.
3. Prof. Dr. Moh. Asror Yusuf, M.Ag., the director of School of Graduate Program, UIN Syekh Wasil Kediri.
4. Dr. Toyyibah, S.S., M.Pd., the chief of Department of English Language Education, School of Graduate Program, UIN Syekh Wasil Kediri.
5. My advisors, Dr. Toyyibah, S.S., M.Pd. and Nur Afifi, M. App. Ling., Ph.D., thank you for your time, guidance, and support to me during the process of finishing my thesis.
6. All my lecturers at the School of Graduate Program of UIN Syekh Wasil Kediri that I cannot mention one by one. Thank you for everything in the last two years.
7. All my classmates at the Department of English Language Education of School of Graduate Program of UIN Syekh Wasil Kediri who have accompanied me and got through the process together.

Kediri, June 5th 2025
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ABSTRACT

Hibatulloh, Muhammad Firnas. 2025. *Reflections on Genre-Based Approach in Writing Class: A Narrative Study in Islamic Higher Education*. Thesis, School of Graduate Program of English Language Education, Syekh Wasil State Islamic University Kediri. Advisors: Dr. Toyyibah, S.S., M.Pd. and Nur Afifi, M.App.Ling., Ph.D.

Keywords: Narrative, Genre-based Approach, Writing Class, Islamic Higher Education, Student and Lecturer Reflection

In response to the lack of English language proficiency, the English Education Study Program at IAIN Kediri has implemented genre-based approach (GBA) in its curriculum structure since the 2023/2024 academic year. With its recent implementation, it is necessary to investigate how lecturers and students understand and apply the GBA. Driven by a recognized gap in in-depth narrative research from both lecturer and student perspectives in an Islamic higher education context, this study aims to explore their initial experiences, the challenges they encountered, the strategies they applied, reflections, and their future aspirations concerning GBA in their writing class.

The study employed a qualitative approach with narrative inquiry as its research design. Data were collected through narrative interviews involving one lecturer and three students (high, medium, and low-scored) from a "Writing for Academic Purposes" course in an English Language Education study program in a state Islamic institute of Kediri, and subsequently analyzed using thematic analysis, re-storying, and triangulation for trustworthiness.

Findings reveal that students initially found it unfamiliar despite some awareness of text types, which leads to confusion, and the lecturer appreciated its structured stages for guiding writing instruction despite having limited knowledge of GBA. In their current writing class, students faced internal challenges such as limited vocabulary, literacy, and grammar application, along with external issues like restricted phone use, while the lecturer struggled with students' lack of pre-writing experience and ability to follow GBA steps appropriately as well as institutional constraints like limited credit hours. To cope with the challenges, students used dictionaries, asked for help, chose familiar topics, and studied repeatedly to build genre awareness, while the lecturer validated peer feedback, emphasized genre elements, facilitated joint writing, and used efficient feedback methods. Reflections showed GBA's positive impact on writing fluency, organization, and structure, especially for high-performing students, though others remained unsure about improvements in their writing skill, particularly in grammar and vocabulary. For the future, students plan to strengthen language skills through reading and watching videos, and the lecturer aims to refine instructional strategies to foster greater student independence and critical thinking within the GBA framework.

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