

CHAPTER II

REVIEW OF RELATED LITERATURE

This study is designed to investigate and make meaning through reflection of students' and lecturer's narratives about their perspectives on experiencing GBA in their writing class. The literature is presented in five aspects related to the concept of reflection in education, writing and its teaching practice in Indonesia, the concept of GBA, GBA in teaching writing, and previous studies.

A. The Concept of Reflection in Education

A number of definitions of "reflection" have been proposed by experts in the field. The term itself was first proposed in education by John Dewey, an educator and philosopher. The definition posits that a critical examination is one that is active, persistent, and rigorous that is conducted in order to evaluate the premises or arguments on which a belief or body of knowledge is based.²⁰ Additionally, it is conducted to ascertain the implications that the belief or body of knowledge tends to imply. Taylor posits that this constitutes a step in the learning process that occurs subsequent to a substantial amount of other activity.²¹ Boud et al. posit that a student's response to experience can be facilitated through the process of reflection.²² According to this perspective, reflection is a significant human activity in which individuals recall, reflect, consider, and assess their experience.

Furthermore, Schön defines reflection as the effort we make to look back on our actions in order to understand how our knowledge and behavior might have contributed to an unanticipated result. Either after the fact or during a break in the action, we can accomplish this.²³ According to Johnson, it is the ability to reflect looks at both the experience and the method used to try and give the

²⁰ John Dewey, *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (Boston, MA: Houghton Mifflin Harcourt, 1998).

²¹ M. Taylor, "The Social Dimensions of Adult Learning," in *Communication Studies in Canada*, ed. Liora Salter (Toronto: Butterworths, 1981), 133–46.

²² David Boud, Rosemary Keogh, and David Walker, *Reflection*, ed. David Boud, Rosemary Keogh, and David Walker, *Promoting Reflection in Learning: A Model* (New York, NY: Routledge, 2013), <https://doi.org/10.4324/9781315059051>.

²³ Donald A. Schon, *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions* (San Francisco, CA: Jossey-Bass, 1987).

experience some kind of significance.²⁴ Bulman adds that it is a reviewing practice experience that allows it to be described, analyzed, and assessed, which may then be applied to inform and improve future practice.²⁵ Therefore, it can be assumed that reflection can play a role, such as an activity to reflect on what has happened during a person's experience and how to make meaning out of it with careful consideration in order to have a better outcome in the future.

Similarly, reflection is subject to certain criteria. Firstly, it is a process of meaning-making when a learner progresses from one experience to the next, acquiring stronger knowledge and establishing connections with other experiences and concepts. This pedagogical apparatus is instrumental in facilitating the continuity of learning, thereby ensuring both the individual and societal advancement. Secondly, reflection is a methodical, exacting, and disciplined manner of thinking that originated from systematic inquiry. Thirdly, it is imperative that the act occur in a group setting, within the context of discourse with other parties. Fourthly, it entails mindsets that prioritize the intellectual and personal development of oneself and others.²⁶

Reflection itself has its phases. It divides into three phases known as "What," "So What," and "Now What," according to Driscoll. The first phase occurs when a person describes the occasion, circumstance, or experience that he/she is attempting to reflect about. The second phase runs when an individual analyses the experience or the event. It describes how the person feels throughout it, whether positive or negative, how he reacts, and why he behaves as he does. This phase is often known as the analysis phase for this reason. The final phase comes when an individual elaborates what he has learnt by reflecting on the

²⁴ Jason Johnson, "Defining Reflection in Student Affairs: A New Culture of Approach," *The Vermont Connection*, no. May (2010): 87–97.

²⁵ Chris Bulman, "An Introduction to Reflection," in *Reflective Practice in Nursing: The Growth of the Professional Practitioner*, ed. Chris Bulman and Sue Schutz, 5th ed. (Oxford, 2013), 1–22.

²⁶ Dewey, *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*; Carol Rodgers, "Defining Reflection: Another Look at John Dewey and Reflective Thinking," *Teachers College Record: The Voice of Scholarship in Education* 104, no. 4 (April 1, 2002): 842–66, <https://doi.org/10.1111/1467-9620.00181>.

incident and describes what he might or will do to get ready for future or situations similar to this one.²⁷

In education, reflection can also be done by students. It could appear on a scale of reflection levels. The first is a reflection on content. It has to do with the deliberate taking account of students' experiences in light of certain learning objectives. Metacognitive reflection is the second. It focuses on getting students to share reflections on their own thinking. Self-authorship reflection is the third. It occurs when a student first expresses his feelings, thoughts, and actions, which turn into mental "things" that he may think about. He then utilizes his cognitive thinking to put himself far enough away from his emotions and thoughts to observe how they interact. Reflective transformation is the final level. It happens when a student has a method for changing their frame of reference (the assumptions that we use in order to understand our experiences).²⁸

For a teacher, reflection is a critical component for enhancing teaching effectiveness and fostering professional growth. Reflective practices allow teachers to engage in self-analysis, identify strengths and weaknesses, and plan for improved instructional strategies.²⁹ Reflective practices, such as action research, case studies, narratives, and reflective journals, are instrumental in empowering learners and solving critical incidents, thereby contributing to teachers' professional development.³⁰ Tools like logbooks and videos can facilitate reflection, leading to improved planning, activity variation, and classroom management.³¹ Therefore, reflective practice is recognized as a

²⁷ Robert Grossman, "Structures for Facilitating Student Reflection," *College Teaching* 57, no. 1 (January 2009): 15–22, <https://doi.org/10.3200/CTCH.57.1.15-22>.

²⁸ Grossman; Julie A. Hatcher and Robert G. Bringle, "Reflection: Bridging the Gap between Service and Learning," *College Teaching* 45, no. 4 (November 1997): 153–58, <https://doi.org/10.1080/87567559709596221>; David Denton, "Reflection and Learning: Characteristics, Obstacles, and Implications," *Educational Philosophy and Theory* 43, no. 8 (January 9, 2011): 838–52, <https://doi.org/10.1111/j.1469-5812.2009.00600.x>; R. Kegan, *In over Our Heads: The Mental Demands of Modern Life* (Cambridge, MA: Harvard University Press, 1994), <https://doi.org/https://doi.org/10.1177/0270467696016001109>.

²⁹ Suharyadi, Widiati, and Basthomi, "Exploring EFL Teachers' New Pedagogical Content Knowledge of Genre-Based Approach."

³⁰ Khem Raj Rauteda, "Bending Back to the Professional Activities: Unveiling the Role of Reflective Delopment," *Journal of NELTA Gandaki (JoNG)* 7, no. 1–2 (2024): 97–109.

³¹ Selvies Lea Babutta et al., "How Is Reflective Practice in Learning? A Science Teachers Perspective," *KnE Social Sciences*, 2024, 1406–15, <https://doi.org/10.18502/kss.v9i13.16080>.

lifelong learning skill essential for maximizing student engagement and successful lesson delivery.

Finally, it can be concluded that reflection exists as an effort to reflect, which involves not only mirroring what has happened but also giving meaning to it and making reflective decisions about what comes next. And absolutely, reflection and experience are intertwined because the experience itself is what is reflected. Then, when it comes to students' and lecturer's reflection, their experience, feelings, and thoughts are essential.

B. Writing and Its Teaching Practice in Indonesia

Writing is a fundamental component of language education, serving as both a means of communication and a tool for learning. In the context of Indonesia, the teaching of writing has evolved alongside educational reforms and curriculum changes. This sub-chapter explores how writing is taught in Indonesian schools, the challenges faced by educators and students, and the pedagogical approaches that have shaped writing instruction over time.

1. The Nature of Writing

Writing in English language teaching (ELT) is a multifaceted skill that encompasses a range of cognitive, linguistic, and socio-cultural dimensions. It is not merely about putting words on paper; it involves a complex interplay of components and processes that facilitate effective communication. Understanding the nature of writing in ELT requires a deep dive into its components and the process through which writing is taught and learned.

Writing is an active process involving the discovery and arrangement of ideas, their recording on paper, and subsequent refinement and revision. In essence, writing should adhere to the principles of clarity and coherence, ensuring the logical flow of ideas and their coherent presentation.³² Consequently, if the ideas we express are not reasonable, it will become more difficult to improve and develop our writing effectively. Writing constitutes a cyclical process, necessitating student participation in the refinement of their

³² Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, Essays*. (New York: Longman, 2005).

work at various stages.³³ The process or step will help us to more readily express our ideas in writing. Without understanding the process and phases, it may be challenging to write effectively.

Additionally, Brown asserts that writing is fundamentally a process of composition.³⁴ Written work typically emerges from a cycle of thinking, drafting, and revising, which requires specialized skills that are not inherently natural. According to experts, writing involves the systematic organization of ideas on paper. It requires time and practice, as producing good writing depends on effectively translating ideas onto paper, organizing them coherently, and revising them for clarity.

Writing consists of several important components that need attention. These components, according to Tribble, are essential for producing effective written communication³⁵:

- a. Mechanics: This includes using proper capitalization, punctuation, and spelling. Correct spelling and punctuation are essential for clarity and professionalism. Errors in these areas can distract readers and obscure meaning³⁶.
- b. Content: It is crucial that the writing is clear to readers so they can understand the message and gain information from it. Different types of writing (e.g., narrative, expository, argumentative) have distinct features. Learners need to recognize these features and adapt their writing accordingly³⁷.
- c. Organization: This involves organizing materials in a coherent manner, arranging them from general to specific, in chronological order, or spatially. Effective writing is logically structured and flows smoothly. It needs

³³ David Nunan, "Language Teaching Methodology: A Textbook for Teachers" (New York: Prentice Hall Regent, 1991).

³⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (San Francisco, CA: Longman, 2000).

³⁵ Christopher Tribble, *Writing* (Oxford: Oxford University Press, 1996).

³⁶ Penny Ur, "A Course in Language Teaching: Practice and Theory" (Cambridge, MA: Cambridge University Press, 1996).

³⁷ M. John Swales, *Genre Analysis: English in Academic and Research Settings* (Cambridge, MA: Cambridge University Press, 1990).

cohesion and coherence. According to Halliday & Hasan, cohesion deals with the use of linguistic devices to link sentences and paragraphs, while coherence refers to the overall clarity and logical progression of ideas³⁸.

- d. Vocabulary choice: Good writing depends on effectively using words that communicate clearly and evoke the desired response from readers. Nation argues that a rich and varied vocabulary allows writers to express their ideas precisely and creatively.³⁹ Vocabulary development is crucial, as limited lexical resources can hinder the ability to convey nuanced meanings.
- e. Language use: This encompasses using correct grammar, including proper usage of verbs, nouns, and ensuring agreement between elements. According to Hyland, proper sentence construction, verb tense consistency, and the correct use of conjunctions are essential for clarity and coherence⁴⁰.

The process of writing is not a spontaneous occurrence; rather, it is a sequence of steps that writers must adhere to in order to complete their work. The nature of these steps is contingent upon the subject matter of the text, its form (e.g., lists, letters, essays, reports, or novels), and the medium through which it is expressed (e.g., pen and paper, a computer, or live chat). Despite these variables, according to Harmer the writing process generally includes four main elements, which are typically described as follows⁴¹:

- a. Planning: This process is also called pre-writing. Before writing, students engage in activities to generate ideas and organize their thoughts. Techniques such as mind mapping and outlining help in structuring their work. This step involves the process of researching, that is gathering relevant information from credible sources is essential for developing well-informed and substantiated content.

³⁸ M. A. K. Halliday and Ruqaiya Hasan, *Cohesion in English* (London: Longman, 1976).

³⁹ I S P Nation, *Learning Vocabulary in Another Language* (Cambridge, MA: Cambridge University Press, 2001).

⁴⁰ Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003).

⁴¹ Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education Limited, 2004).

- b. Drafting: The first draft is about getting ideas down on paper without worrying too much about perfection. This stage emphasizes content and organization over mechanics.
- c. Editing: This step involves reflection and revision. Reflection means rethinking the overall organization, developing ideas more fully, and ensuring clarity and coherence. Peer feedback and self-assessment play crucial roles in this stage. Furthermore, revision focuses on correcting grammatical errors, improving word choice, and ensuring accurate punctuation and spelling. This stage polishes the text for readability and accuracy.
- d. Final Draft: The final draft is the polished version of the writing, ready for submission or publication. This stage involves a final review to ensure that all revisions and edits have been properly implemented.

2. EFL Lecturer's Challenges in Teaching Writing

The process of acquiring competence in writing can become increasingly complex and challenging, not only for language instructors but also for their students. It is because teaching writing involves more than merely handling features. Its goal is to assist students in conveying the true information in a suitable way. Therefore, lecturers and students must be aware of the way language is discussed at different stages of the learning and teaching process. Furthermore, teaching writing to English as a Foreign Language (EFL) students presents unique challenges. EFL lecturers face several obstacles that can be summarized as follow:

a. Students' Language Proficiency

A significant challenge EFL lecturers encounter is the varying levels of language proficiency among students. This variability can make it difficult to design lessons that are appropriate for all learners. According to Reichelt, students often struggle with vocabulary, grammar, and syntactic structures, which are crucial for effective writing⁴². Lecturers must

⁴² Melinda Reichelt, "English-Language Writing Instruction in Poland," *Journal of Second Language Writing* 14 (2005): 215–32, <https://doi.org/10.1016/j.jslw.2005.10.005>.

continually adapt their instruction to address these gaps, which can be time-consuming and complex. Moreover, to maintain students' motivation and engagement, as noted by Rosdiana, EFL lecturers must employ creative strategies to make writing more engaging and relevant to students' interests and experiences⁴³.

b. Instructional Methodologies

Selecting and implementing effective instructional methodologies is another challenge. There is an ongoing debate about the most effective approaches to teaching writing in EFL contexts. For instance, process-oriented approaches, which emphasize stages of writing such as drafting and revising, can be beneficial but are often time-intensive⁴⁴. Conversely, product-oriented approaches, which focus on the final written product, may not provide sufficient opportunities for students to develop their writing skills comprehensively⁴⁵.

c. Resource Availability

The scarcity of resources further exacerbates the challenges associated with the instruction of writing. In numerous EFL contexts, particularly in developing regions, there is a dearth of adequate teaching materials, technology, and access to professional development opportunities. This condition has the potential to impede the implementation of innovative and effective writing instruction strategies by lecturers.⁴⁶

⁴³ Rosdiana, "EFL Students Attitudes Towards English Academic Writing," *Getsempena English Education Journal* 6, no. 1 (2019): 126–32.

⁴⁴ Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education and Social Sciences* 4, no. 2 (2016): 81–92, <https://doi.org/10.20547/jess0421604201>.

⁴⁵ Miyuki Sasaki, Atsushi Mizumoto, and Paul Kei Matsuda, "Machine Translation as a Form of Feedback on L2 Writing," *International Review of Applied Linguistics in Language Teaching*, 2024, 1–26, <https://doi.org/10.1515/iral-2023-0223>.

⁴⁶ Kuni Hikmah Hidayati, "Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers," *Langkawi: Journal of the Association for Arabic and English* 4, no. 1 (2018): 21–31.

Additionally, large class sizes, common in many educational systems, reduce the individual attention lecturers can provide to each student⁴⁷.

d. Assessment Practices

Effective assessment of writing skills is crucial but challenging. Lecturers often struggle with developing fair and reliable assessment criteria that accurately reflect students' abilities⁴⁸. The subjective nature of writing assessment can lead to inconsistencies and biases, making it difficult to provide meaningful feedback that promotes student growth.

3. EFL Student's Challenges in Learning Writing

In the EFL classroom setting, learning to write can pose several challenges. Students often encounter obstacles that can hinder their progress in writing. These challenges come from linguistic, cognitive, and affective factors that interact in complex ways.

a. Linguistic Challenges

One of the primary challenges EFL students face is related to linguistic competence. According to Hyland, EFL learners often struggle with grammar, vocabulary, and syntax⁴⁹. Their limited exposure to English in authentic contexts hampers their ability to grasp nuanced uses of language, resulting in errors that can obscure meaning and disrupt communication⁵⁰. It is in line with Alinda, et. al. who found that EFL students often struggle with grammatical accuracy, vocabulary choice, and sentence structure, which can impede their ability to express ideas clearly in writing⁵¹.

Moreover, lexical limitations are a significant barrier. Many EFL students lack the extensive vocabulary necessary for academic writing, which

⁴⁷ I Ketut Wardana, "Exploring EFL Students' Perceptions and Perspectives among Different Genders on Native English Teachers' Feedback," *Journal on English as a Foreign Language* 13, no. 2 (2023): 628–56.

⁴⁸ Zaenul Wafa, "Teachers' Beliefs and Practice on Assessment in English," *Journal of English Language and Education* 6, no. 1 (2021): 148–55.

⁴⁹ Hyland, *Second Language Writing*.

⁵⁰ Hyland.

⁵¹ Sania Alinda, Mouli Asnas, and Ika Hidayanti, "Uncovering EFL Students' Frequent Difficulties in Academic Writing and the Coping Strategies: The Case of a College In," *Journal on English as a Foreign Language* 14, no. 1 (2024): 124–51.

can lead to repetitive or overly simplistic expressions. This lack of lexical variety not only makes their writing less engaging but also less precise, as they may be unable to find the exact words to convey their thoughts⁵².

b. Cognitive Challenges

Cognitive processes involved in writing in a second language (L2) add another layer of complexity. Kellogg highlights that writing in a second language requires more cognitive resources than writing in one's first language (L1)⁵³. This increased cognitive load is due to the need to simultaneously manage language rules, content generation, and organization of ideas, which can overwhelm EFL learners and result in poorly structured texts.

Additionally, EFL students often face difficulties with coherence and cohesion in their writing. This is partly due to differences in rhetorical structures between their native language and English. In this case, what is considered logical and coherent in one language may not necessarily align with English writing conventions, leading to texts that are difficult for native speakers to follow. In another term, this difficulty is called as socio-cultural and discursive differences. This includes differences in rhetorical conventions and organizational patterns between their native language and English can pose significant challenges. For example, the organization of paragraphs or the use of cohesive devices may differ⁵⁴.

c. Affective Challenges

Affective factors, such as motivation, anxiety, and self-efficacy, also play a crucial role in EFL writing. Writing anxiety is prevalent among EFL students, stemming from fear of negative evaluation and a lack of confidence in their language abilities. This anxiety can inhibit their willingness to take

⁵² Ilona Leki, *Understanding ESL Writers: A Guide for Teachers* (Portsmouth: Boynton/Cook, 1992).

⁵³ Ronald T. Kellogg, "Traning Writing Skills : A Cognitive Developmental Perspective," *Journal of Writing Research* 1, no. 1 (2008): 1–26.

⁵⁴ Ji Kangli, "The Influence of Chinese Rhetorical Patterns on EFL Writing : Learner Attitudes Towards This Influence," *Chinese Journal of Applied Linguistics (Quarterly)* 34, no. 1 (2011): 77–92, <https://doi.org/10.1515/CJAL.2011.006>.

risks in their writing, limiting their ability to express themselves fully and creatively.

Furthermore, motivation can significantly impact EFL students' writing performance. According to Dörnyei and Ryan, students with higher levels of intrinsic motivation tend to engage more deeply with writing tasks, show greater persistence, and ultimately produce higher-quality texts. Conversely, those with low motivation may find writing tasks tedious and challenging, leading to poorer outcomes. Low motivation or anxiety related to writing tasks can hinder EFL students' progress. Fear of making mistakes or negative evaluation by peers and lecturers may contribute to writing apprehension⁵⁵.

4. The Implementation of Teaching Writing in Indonesia

Teaching writing is a critical component of language education worldwide. English is taught and used as a foreign language in Indonesia. In Indonesia, the teaching of writing has undergone various transformations influenced by educational reforms, cultural contexts, and advancements in pedagogical methods.

Indonesia's educational system has experienced significant changes aimed at improving the quality of education. The government has implemented policies such as the *Kurikulum 2013* which emphasizes competency-based learning and the development of critical thinking skills⁵⁶. However, challenges remain, particularly in the area of teaching writing, where students often struggle with coherence, organization, and linguistic accuracy.

Indonesian students often face difficulties in writing due to the differences between Bahasa Indonesia and English. These challenges include

⁵⁵ Jing Sun, Saeid Motevalli, and Nee Nee Chan, "Exploring Writing Anxiety during Writing Process : An Analysis of Perceptions in Chinese English as a Foreign Language (EFL) Learners," *Qualitative Research in Education* 13, no. 2 (2024): 149–64.

⁵⁶ Erny Widiyah Agustin, "Development of Curriculum 2013 as an Effort to Improve the Quality of Education in Indonesia," in *Proceedings of the 3rd International Conference on Current Issues in Education (ICCIE 2018)* (Paris: Atlantis Press, n.d.), 178–82, <https://doi.org/10.2991/iccie-18.2019.32>.

issues related to grammar, vocabulary, and sentence structure⁵⁷. Limited access to quality educational resources and a lack of professional development opportunities for lecturers also hinder the effective teaching of writing. Many lecturers are not adequately trained in modern pedagogical techniques for teaching writing, which impacts their ability to provide effective instruction⁵⁸. Furthermore, Students' attitudes towards writing can significantly affect their performance. In Indonesia, writing is often perceived as a difficult and less enjoyable activity compared to other language skills such as speaking and listening⁵⁹. This negative perception can result in low motivation and engagement in writing tasks.

In Indonesia, a variety of approaches are utilized in the pedagogy of writing instruction. The first approach is predicated on a process-based model, which accentuates the significance of writing as a procedural endeavor rather than a final product. This approach encompasses a series of stages, including brainstorming, drafting, revising, and editing. A growing body of research has demonstrated that the implementation of a process-based approach in the writing instruction of students can yield positive outcomes, including the enhancement of their writing skills. This enhancement is attributed to the provision of structured guidance and opportunities for feedback, which have been identified as crucial elements in the development of writing skills.⁶⁰ The second approach, which is also widely utilized, is the genre-based approach. This approach entails instructing students on the conventions and structures characteristic of diverse literary genres. By acquiring an understanding of the characteristics that define the various genres, students can more effectively organize their ideas and

⁵⁷ Anna Riana et al., "Investigating EFL Students' Linguistic Problems Using Grammarly as Automated Writing Evaluation Feedback," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 16–27.

⁵⁸ Vidi Sukmayadi and Azizul Halim Yahya, "Indonesian Education Landscape and the 21st Century Challenges," *Journal of Social Studies Education Research* 11, no. 4 (2020): 219–34.

⁵⁹ Titus Terver Udu, "Teachers' and Students' Attitudes towards Reading and Writing: Do They Correlate to Students' Achievement in English?," *Studies in English Language and Education* 8, no. 1 (2021): 143–56.

⁶⁰ Handoyo Puji Widodo, "Process-Based Academic Essay Writing Instruction," *Bahasa Dan Seni* 36, no. 1 (2008): 101–11.

produce coherent texts. A substantial body of research suggests that this approach is particularly effective in helping students to comprehend the purpose and intended audience of their writing.⁶¹

In addition to the implementation of specific methodologies, the integration of technology in the pedagogy of writing has been demonstrated to enhance student engagement and improve writing outcomes. Digital tools such as online writing platforms, digital storytelling, and collaborative writing software can provide students with new ways to practice and develop their writing skills.⁶² Another study explored the use of a digital storytelling platform in teaching writing to university students⁶³. The results demonstrated that the integration of technology not only increased student motivation but also led to higher quality writing outputs.

Encouraging students to engage in peer review and collaborative writing activities can help them develop critical thinking skills and improve their writing through feedback from their peers. These activities also promote a sense of community and shared responsibility in the classroom⁶⁴. A study by Hanafi and Laepe examined the impact of collaborative learning on the writing skills of high school students in Indonesia⁶⁵. The finding indicated that students who participated in collaborative writing activities showed significant improvements in their writing performance, particularly in terms of coherence and organization.

Recent educational policies in Indonesia have aimed to improve the teaching of writing by promoting more interactive and student-centered learning

⁶¹ Emi Emilia and Fuad Abdul Hamied, "Systemic Functional Linguistic Genre Pedagogy (SFL GP) in a Tertiary EFL Writing Context in Indonesia," *TEFLIN Journal* 26, no. 2 (2015): 155–82, <https://doi.org/http://dx.doi.org/10.15639/teflinjournal.v26i2/155-182>.

⁶² Luh Wina Sari Merta, Ni Made Ratminingsih, and I Gede Budasi, "The Integration of Technology in English Language Teaching to Stimulate Students' Critical Thinking," *Language Circle: Journal of Language and Literature* 17, no. April (2023): 333–41.

⁶³ Irma Savitri Sadikin, Lutfiyah, and Meiyanti Nurchaerani, "Enhancing Students' Writing Skill Through Digital Story Telling (DST): Students' Voices," *Project: Professional Journal of English Education* 6, no. 1 (2023): 127–33.

⁶⁴ Matthew M Yalch, Erika M Vitale, and J Kevin Ford, "Benefits of Peer Review on Students' Writing Benefits of Peer Review on Students' Writing," *Psychology Learning & Teaching* 0, no. 0 (2019): 1–9, <https://doi.org/10.1177/1475725719835070>.

⁶⁵ Wahyudi Daud, Hilaluddin Hanafi, and Ader Laepe, "The Impact Of Collaborative Learning On Students' Writing Ability And Their Motivation In Writing At MTs Negeri 1 Konawe," *Journal of Language Education and Educational Technology (JLEET)* 3, no. 1 (2018): 1–14.

environments. The introduction of the *Merdeka Belajar* policy, for example, emphasizes the importance of creativity, critical thinking, and student autonomy⁶⁶. These policies have the potential to transform the way writing is taught by encouraging more innovative and flexible approaches to instruction.

C. Concept of Genre-Based Approach

The genre-based approach has become a prominent framework in language teaching, particularly in the development of writing skills. It emphasizes the importance of teaching students to understand and produce different types of texts based on their social purposes, structures, and linguistic features. This sub-chapter outlines the theoretical foundations of the genre-based approach, its key principles, and its relevance to writing instruction in various educational contexts.

1. Genre-Based Approach and Its Notion

The Genre-Based Approach (henceforth GBA) is fundamentally linked to Systemic Functional Linguistics (SFL), a theory developed by Michael Halliday that views language as a social semiotic system. According to SFL, language varies depending on its function and the context in which it is used⁶⁷. The subject of genre-based pedagogy has been a topic of considerable interest since its initial introduction in the 1980s by John Swales in the domain of English for Specific Purposes. The present moment marks a notable surge in the popularity of this approach within the domain of language education.⁶⁸ This perspective makes genre a critical concept for understanding language in use.

Genres themselves are considered staged, goal-oriented social processes that provide a framework for interpreting how texts achieve specific purposes within particular contexts. The focus on context is essential in genre analysis, as

⁶⁶ Zulfatun Ni'mah and Ari Susanto, "The Essence of 'Merdeka Belajar' as a Transformational Culture Change in Indonesian Education," *Proceedings of the 3rd International Conference on Religion, Science, and Education 2* (2023): 225–30.

⁶⁷ Emilia and Hamied, "Systemic Functional Linguistic Genre Pedagogy (SFL GP) in a Tertiary EFL Writing Context in Indonesia."

⁶⁸ Xiuwen Zhai and Abu Bakar Razali, "Triple Method Approach to Development of a Genre-Based Approach to Teaching ESL/EFL Writing: A Systematic Literature Review by Bibliometric, Content, and Scientometric Analyses," *SAGE Open* 13, no. 1 (2023): 1–27, <https://doi.org/10.1177/21582440221147255>.

it highlights how cultural and situational factors influence genre conventions. It shows that the significance of context in genre studies, suggesting that genres need to consider the environments in which they are produced and consumed.

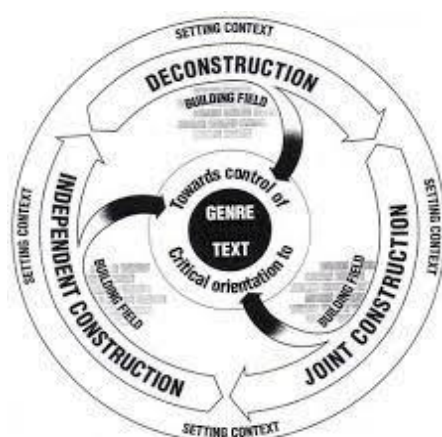
Furthermore, GBA offers explicit instruction on the structural and linguistic features of different genres, which helps learners understand how texts are constructed to achieve specific purposes. This approach enhances learners' overall literacy by providing them with tools to deconstruct and analyse various text types. In GBA, genre awareness, or the ability to recognize and adapt to different genres, is crucial for students' academic and professional success. Genre-based instruction equips students with skills transferable to workplace writing. This transferability is particularly important in preparing students for the varied writing demands they will encounter in their careers.

The increasing prevalence of digital media has expanded the scope of genre studies to include multimodal texts. Researchers argue that genre pedagogy should encompass visual, auditory, and digital literacies alongside traditional textual analysis. This expansion recognizes that contemporary communication often involves multiple modes, requiring students to be proficient in creating and interpreting multimodal texts. Digital tools and platforms provide opportunities for interactive and collaborative genre analysis, as well as the production of multimodal texts. For example, online writing platforms and digital storytelling tools enable students to engage with genres in dynamic and creative ways. It can be concluded that the integration of technology in genre-based instruction has opened new avenues for teaching and learning.

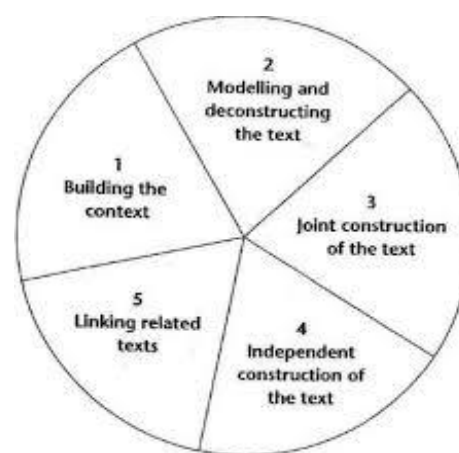
As one of the approaches in learning, GBA has some models which involves some steps as its cycle. Picture 2.1 is developed by Rothery which covers Deconstruction, Joint Construction, and Independent Construction as its

cycle.⁶⁹ Feez and Joyce proposes five steps, a bit different from Rothery, runs as can be seen in Picture 2.2.⁷⁰

In addition, GBA has been attracting researchers in conducting researches related to it. A study by Hyland in Hong Kong schools shows that genre-based approaches are particularly effective in ESL/EFL contexts, where students benefit from explicit instruction on the structural and linguistic features of English genres⁷¹.



Picture 2.1 GBA Teaching and Learning Cycle by Rothery (1994)



Picture 2.2 GBA Teaching and Learning Cycle by Feez & Joyce (1998)

All in all, it seems clear that GBA is considered as an approach in learning which is rooted from language learning framework, SFL, and being something interesting to interact researches over decades related to its implementation. The investigations also display GBA as one of the language learning approaches that is believed as the most appropriate one for language learners' development.

2. Genre-Based Approach in Indonesian Curriculum

English subject and GBA have their own journey and history in Indonesian curriculum. It is started in 2004, when GBA is firstly and officially

⁶⁹ Emi Emilia, "Pendekatan Berbasis Teks (Genre-Based Approach) Dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru" (Bandung: Kiblat Buku Utama, 2011).

⁷⁰ Susan Feez and Helen Joyce, *Text-Based Syllabus Design* (Sydney: National Centre for English Language Teaching and Research, Macquarie University, 1998).

⁷¹ Hyland, *Second Language Writing*.

announced as the approach used in the language subjects. The curriculum is named as *Kurikulum Berbasis Kompetensi (KBK)*⁷². Two years later, in *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the curriculum allows GBA as one of the approaches that can be applied within the curriculum. In the recent Indonesian curriculum, *Kurikulum Merdeka*, the concept for English language learning has been announced to use GBA all over again⁷³.

The implementation of GBA in *Kurikulum Merdeka* applies four stages⁷⁴. The initial phase is known as Building Knowledge of the Field (BKOF), wherein the instructor facilitates the development of learners' existing knowledge or background information relevant to the topic to be written or discussed. At this stage, the lecturer also establishes the cultural context of the text. The subsequent step is Modelling of the Text (MOT). In this section, the instructor offers text models and examples to serve as a reference for learners in the production of works, both oral and written. The third stage is Joint Construction of the Text (JCOT), in which the lecturer provides guidance to learners and collaboratively produces the text. The last is Independent of Construction or the learners produce oral and written texts independently.

Furthermore, GBA in Indonesian curriculum also proposes some texts types which is taught to the students⁷⁵. Those are *recount* which tells past experiences, *descriptive and report (descriptive report)* that describes something in simple or in more scientific details. Next, there are *narrative* which talks about stories or folks, *procedure* that shows steps in making or doing something, and *explanation* (both sequential and cause-effect). After that, there are *exposition* which is supposed to convince others about one perspective based on the

⁷² Emilia and Hamied, "Systemic Functional Linguistic Genre Pedagogy (SFL GP) in a Tertiary EFL Writing Context in Indonesia"; Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*.

⁷³ Yogi Anggraena et al., *Kajian Akademik: Kurikulum Untuk Pemulihan Pembelajaran* (Jakarta: Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021); Windy Hastasasi et al., *Panduan Pengembangan Kurikulum Operasional Satuan Pendidikan* (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

⁷⁴ Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*.

⁷⁵ Emilia.

author's or the speaker's arguments and *discussion* that provides arguments from more than just a single point of view. Last but not least is *news item* that shows about news and its information within.

Moreover, the implementation of GBA in Indonesia, specifically in English, has becoming a magnetic issue to be investigated more. How it is implemented in language skills absorb more of the attention⁷⁶. The perspectives which come from teachers still dominate the research, rather than students' or schools' ⁷⁷.

After all, it seems clear that GBA plays its own role in Indonesian curriculum history, particularly in English subject. It is chosen and believed by Indonesian curriculum developers as the most suitable approach for language learning. The stages provided and the texts taught are considered strong enough to face the globalization which makes *Kurikulum Merdeka* decided to have this approach. The phenomenon that it is still attract scholars to conduct researches about it proofs that GBA can and will be able to be something interesting to be dig further.

D. Genre-Based Approach in Teaching Writing

Teaching writing through a genre-based approach offers a structured and purposeful way to help students develop their writing skills. By focusing on specific text types and their communicative functions, this approach equips learners with the tools to produce coherent and contextually appropriate texts. This sub-chapter discusses how GBA is applied in writing instruction, highlighting its stages, strategies, and benefits in supporting learners' writing development.

⁷⁶ Aswani et al., "Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia."

⁷⁷ Angelia Cipta Riska Nabella and Setia Rini, "The Effectiveness of Using Genre Based Approach to Enhance Reading Comprehension in Narrative Text for Young Learners," *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran* 8, no. 4 (2023): 758–66, <https://doi.org/10.33394/jtp.v8i4.8643>; Nadjib and Triastuti, "Indonesian EFL Teachers' Portrayal of Genre-Based Teaching Practices: Perceptions, Implementation, and Challenges."

1. The Nature of Genre-Based Approach in Teaching Writing

GBA in teaching writing focuses on the idea that different types of writing serve different social purposes and follow specific conventions. This approach helps students recognize and reproduce the various features that characterize different genres, thereby enhancing their ability to write effectively in different contexts.

The GBA sees writing as primarily about understanding a language and its social purpose. This method emphasizes analyzing and imitating text examples provided by the lecturer. The process approach emerged as a response to the product-based approach, while the GBA was a reaction to the progressivist curriculum.

Moreover, Swales emphasized that rhetorical instruction is as important for enhancing writing skills as prior knowledge⁷⁸. The GBA is valuable in this context because it combines both the structural and functional elements of language in writing education, acknowledging the significant links between these aspects.

Hyland identifies several advantages of genre-based writing instruction, which can be summarized as follows:⁷⁹ It is explicit, clearly outlining what students need to learn to enhance their writing skills. It is systematic, offering a structured approach that addresses both language usage and contextual understanding. It is needs-based, ensuring that course objectives and content are tailored to meet the specific needs of students. The institution's academic support system is characterized by a strong emphasis on guidance and fostering of student learning and creativity, a responsibility primarily shouldered by the faculty. This pedagogical approach has been shown to be empowering, providing students with access to the patterns and possibilities of variation found in valued texts. It is imperative to provide students with the necessary tools to critically examine and interrogate established discourses. Finally, it has been demonstrated to be a catalyst for consciousness-raising, thereby enhancing

⁷⁸ Swales, *Genre Analysis: English in Academic and Research Settings*.

⁷⁹ Hyland, "Genre-Based Instruction and Corpora."

lecturers' awareness of texts and empowering them to provide confident counsel to students regarding their writing.

2. Teaching Writing Using Genre-Based Approach in Indonesia

GBA has gained significant attention in Indonesian education, particularly in teaching writing. According to Emilia, this approach emphasizes the understanding and production of different text types or genres, enabling students to recognize and use the conventions associated with specific genres⁸⁰. The GBA is often integrated into the curriculum through projects and thematic units, allowing students to practice writing in various genres, such as narratives, reports, and arguments.

In Indonesian primary schools, the implementation GBA in teaching writing focuses on introducing young learners to basic text types and their structures. Lecturers employ simplified versions of the GBA stages to suit the developmental level of the students. At junior high school level, the GBA is used to develop students' ability to write more complex texts, including expositions, procedures, and reports. The approach remains consistent with the GBA stages but is adapted to accommodate more advanced writing tasks.

In senior high schools, the GBA is implemented to refine students' ability to produce sophisticated texts, including argumentative essays, analytical reports, and critical reviews. The emphasis is on critical thinking and more advanced writing skills than in junior high school. At the university level, the GBA is employed to prepare students for academic and professional writing. The focus is on mastering genres such as research reports, academic essays, and professional correspondence.

Studies have shown that the genre-based approach can effectively improve students' writing skills in Indonesia. Students who learn through GBA exhibit a better understanding of text structures and conventions, resulting in

⁸⁰ Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*.

higher-quality writing⁸¹. Additionally, research by Emilia found that students' ability to produce coherent and contextually appropriate texts improved significantly with the use of GBA⁸².

Moreover, GBA has been linked to increased student engagement and motivation. When students understand the purpose and audience of their writing, they are more likely to be invested in the writing process⁸³. The collaborative nature of the joint construction phase also fosters a supportive learning environment, which can boost students' confidence and willingness to participate.

E. Previous Studies

Particularly, the tense of doing GBA research in writing skill still becomes the most popular one⁸⁴. 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 applied⁸⁵ or how its effects on students' achievements⁸⁶. Therefore, the need to do a study about GBA in the idea to highlight it from lecturers' and students' narratives is rising.

Numerous studies consistently demonstrate the effectiveness of GBA in improving various language skills. For writing, GBA has been shown to significantly improve students' writing achievement, genre awareness, linguistic knowledge, and overall writing proficiency. This includes general writing

⁸¹ Haerazi and Lalu Ari Irawan, "Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills," *Indonesian Journal of English Language Teaching and Applied Linguistics* 4, no. 1 (2019): 9–18.

⁸² Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*.

⁸³ Emilia.

⁸⁴ Selvaraj and Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms."

⁸⁵ Kartika-Ningsih and Gunawan, "Recontextualisation of Genre-Based Pedagogy: The Case of Indonesian EFL Classrooms"; Qoyyimah et al., "Critical Pedagogy through Genre-Based Pedagogy for Developing Students' Writing Skills: Strategies and Challenges."

⁸⁶ Lail, "The Implementation of Genre Based Approach in Teaching Recount Text to Promote Students' Writing Skill"; Prayuda, Pangaribuan, and Linia, "The Effect of Genre Based Approach For The Students Writing Skill."

skills⁸⁷, academic writing⁸⁸, and specific high-stakes tests, such as the IELTS⁸⁹. It helps students understand the relationship between communicative purpose and text features, leading to more coherent and well-organized written works, and can address difficulties like finding ideas or lacking vocabulary. In speaking, although not as extensively as in writing studies, GBA has been found effective in developing students' speaking skills, including accuracy, comprehensibility, fluency, and motivation.⁹⁰ The use of audio dialogue and digital storytelling within GBA has shown positive student responses. For reading, GBA improves reading comprehension and critical thinking skills.⁹¹ It helps students activate

⁸⁷ Haerazi and Irawan, "Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills"; Montero-Arévalo, "Effects Of Genre Based Approach (GBA) In EFL Reading Comprehension And Writing"; Ani Susanti, Utami Widiati, and Bambang Yudi Cahyono, "The Effect of Proficiency Pairings on EFL Students' Writing Ability in Genre-Based Approach Context," *International Journal of Evaluation and Research in Education* 9, no. 1 (2020): 245–51, <https://doi.org/10.11591/ijere.v9i1.20439>; Prayuda, Pangaribuan, and Linia, "The Effect of Genre Based Approach For The Students Writing Skill"; Lail, "The Implementation of Genre Based Approach in Teaching Recount Text to Promote Students' Writing Skill"; Lukmawardani and Badriyah, "Genre-Based Approach to Improve Students' Writing Ability of Tenth Graders of Senior High School."

⁸⁸ Benny Krisbiantoro and Muhammad Soali, "Academic Genre Instruction and Its Influence on University Writing Proficiency," *JELITA: Journal of English Language Teaching and Literature* 5, no. 2 (2024): 432–44; Piriya Thaksanan and Panna Chaturongakul, "Enhancing EFL Students' Performance and Genre Awareness in Academic Writing through Genre-Based Instruction," *Arab World English Journal* 14, no. 2 (2023): 295–311; Mutakhirani Mustafa, Syihabuddin, and Irma Syahriani, "Genre-Based SFL Analysis of Academic Writing in English: Investigating Linguistic Features and Genre Conventions in Student's Essay," *Elite : English and Literature Journal* 10, no. 1 (2023): 1–14, <https://doi.org/10.24252/elite.v10i1.36563>; Nagao, "A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students"; Harpiansi Harpiansi, "Process Genre Based Approach (PGBA) To Academic Short Essay Writing Learning In the Context of EFL Classroom," *Jurnal Ilmu Pendidikan* 2, no. 1 (2023): 11–20, <https://doi.org/10.58222/jurip.v2i1.106>.

⁸⁹ Ika Lestari Damayanti et al., "Building Knowledge about Language for Teaching IELTS Writing Tasks: A Genre-Based Approach," *Studies in English Language and Education* 10, no. 2 (2023): 756–76, <https://doi.org/10.24815/siele.v10i2.26957>.

⁹⁰ Ahmad Nahid, Muchlas Suseno, and Hanip Pujiati, "Genre-Based Approach To Teaching Speaking of Descriptive Text (A Case Study at a Rural Junior High School in South West Nusa, Indonesia)," *Pedagogy: Journal of English Language Teaching* 6, no. 1 (2018): 65–76; Rahmi, Muslem, and Daud, "Employing Genre Based Approach With Audio Dialogue To Enhance Students' Speaking Performance"; Graziella, Samsi, and Khamil, "The Exploration of Genre-Based Approach in Teaching Speaking at EFL Classroom: A Case Study at Student High School"; Putri Azzahra Henda Puspitasari, Ika Lestari Damayanti, and Iyen Nurlaelawati, "Investigating Students' Speaking Skills through Traditional Story- Based Digital Storytelling into Genre-Based Approach (GBA)," *Pedagogy: Journal of English Language Teaching* 12, no. 2 (2024): 250–65, <https://doi.org/10.32332/joelt.v12i2.9784>.

⁹¹ Ahmad Hanan, Muhammad Muhlisin, and Taufik Suadiyatno, "Actuating Reading Comprehension Through Genre-Based Directed Reading Thinking Activities (G-BDRTA) Viewed From Critical Thinking Skills," *Journal of Languages and Language Teaching* 8, no. 4 (2020): 402–

background knowledge and understand various text types, including through skimming techniques. Even in listening, GBA has been explored as a capable approach to help students recognize text variations, vocabulary, and structures.⁹²

Indeed, several studies have been conducted in the area of lecturers' and students' perceptions and knowledge about GBA. A study investigating 42 senior high school English lecturers in Indonesia revealed that 38.1% of the lecturers possess a deep understanding of GBA. In contrast, the rest (61.9%) of the lecturers have shallow knowledge.⁹³ Other studies that were conducted on 28 senior high school teachers in Yogyakarta⁹⁴ and two senior high school teachers in Aceh Tengah⁹⁵ found similar findings, in which teachers still have low theoretical and practical knowledge of GBA, despite having a positive perception towards the implementation of GBA in teaching English. Not only in-service teachers who experience problems, but also pre-service teachers.⁹⁶ Those studies suggest that there is a need for further training and supervision for teachers on the application of GBA. Unfortunately, while studies on educators' perspectives toward GBA are numerous, studies on students' voices regarding the implementation of GBA are less prevalent.

The majority of the reviewed studies above, including qualitative ones that use interviews, tend to focus on measuring effectiveness, describing implementation, or identifying general challenges and benefits. While these studies gather perceptions and experiences, there is a significant lack of in-depth narrative studies that capture the lived experiences, personal stories, and longitudinal reflections of individuals. While some studies address the

11, <https://doi.org/10.33394/joltt.v8i4.2778>; Nabella and Rini, "The Effectiveness of Using Genre Based Approach to Enhance Reading Comprehension in Narrative Text for Young Learners."

⁹² Aswani et al., "Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia."

⁹³ Suharyadi, Widiati, and Basthomi, "Exploring EFL Teachers' New Pedagogical Content Knowledge of Genre-Based Approach."

⁹⁴ Nadjib and Triastuti, "Indonesian EFL Teachers' Portrayal of Genre-Based Teaching Practices: Perceptions, Implementation, and Challenges."

⁹⁵ Nabilah and Emilia, "English Teachers' Knowledge of Genre-Based Approach: Concept and Implementation."

⁹⁶ Liu and Chen, "A Genre-Based Approach in the Secondary School English Writing Class: Voices from Student-Teachers in the Teaching Practicum."

challenges faced by teachers or students, and a few mention student motivation or attitudes, there is an apparent absence of research that traces the whole trajectory of individual experiences with GBA, from initial exposure to current reflections and future aspirations.

Furthermore, many studies focus predominantly on either student outcomes and perceptions or teacher practices or beliefs. While some involve both⁹⁷, they rarely intertwine the narratives of both groups to show how their experiences might intersect, influence each other, or diverge within the same specific institutional context. This study's focus on both students' and lecturers' life stories provides a holistic view of GBA implementation from different vantage points.

In conclusion, this research is poised to make a substantial and unique contribution to the literature on GBA by providing rich, narrative-driven insights from the perspectives of both students and lecturers within the underexplored context of Islamic higher education. This will fill the gaps in understanding the lived experiences, challenges, adaptive strategies, and future outlooks related to the implementation of GBA. This study's narrative approach will delve into the "first times" they encountered GBA, their struggles and triumphs, and their evolving perspectives, offering a richer, more human-centered understanding than what is currently available. This moves beyond simply identifying challenges to understanding the story of those challenges and how they were navigated. It is carried out by analyzing and retelling their experiences in implementing GBA in the writing class.

⁹⁷ Nika Aulia Anwar Ismail, Fauziah, and Zaiturrahmi, "Integrating Multimodal Texts in Genre-Based Approach: Teacher's and Students' Challenges and Benefits," *English Education and Applied Linguistics Journal (EEAL Journal)* 7, no. 1 (2024): 13–22, <https://doi.org/10.31980/eeal.v7i1.224>; Lail, "The Implementation of Genre Based Approach in Teaching Recount Text to Promote Students' Writing Skill"; Sari Astuti, Luthfia Afrianni, and Indah Fathyyah Cahyani, "A Library Research: The Implementation of Genre Based Approach in Indonesian Vocational High Schools," *JOLADU: Journal of Language Education* 1, no. 2 (2023): 39–43, <https://doi.org/10.58738/joladu.v1i2.51>.