

CHAPTER VI

CONCLUSION

This chapter represents the thesis's final section, which includes some points on reaffirming the findings, theoretical and pedagogical consequences, and recommendations for future study, offering valuable insights into how GBA can be more effectively integrated into writing instruction to support both student learning and teacher development.

A. Conclusion

This study explored the narratives of a writing lecturer and three students in an Islamic higher education context regarding their experiences with the implementation of GBA in writing class. Using a narrative inquiry framework, the research uncovered personal reflections that spanned past experiences, present challenges and strategies, and future aspirations.

The study revealed a complex journey of adaptation and reflection among lecturers and students concerning the GBA implementation. Initially, experiences varied, with some students aware of several text types but finding the GBA approach unfamiliar. Conversely, the lecturer, despite an initial theoretical understanding of GBA, found its structured stages beneficial for sequential thinking and more structured guidance in writing instruction.

Challenges encountered by students predominantly included internal struggles such as limited vocabulary, limited literacy, confusion about genre characteristics, and difficulties with grammar application. External challenges for students were primarily linked to restrictions on phone use during class, which hindered quick vocabulary lookups. Lecturers faced hurdles due to students' lack of prior experience with foundational pre-writing strategies and abilities to follow the GBA steps appropriately as well as institutional constraints such as limited credit hours.

Despite these obstacles, both parties demonstrated proactive strategies to overcome difficulties. Students actively sought synonyms, utilized dictionaries (both print and digital) or asking friends and lecturer, and chose familiar topics to mitigate lexical and literacy limitations. They also engaged in repeated study

to improve genre awareness. The lecturer adapted by validating peer corrections, reiterating genre-specific elements, facilitating joint construction, and employing time-saving feedback strategies like brief individual checks and class-wide feedback, even taking assignments home to optimize instructional time.

Ultimately, the reflections highlighted a positive impact of GBA, with high-scored students reporting enhanced fluency, better idea organization, and improved understanding of text structure, attributing these gains to the structured nature of GBA. The lecturer also noted the positive overall impact on her teaching, enabling her to teach writing more logically and effectively. However, the medium- and low-scores students remained unsure if their English writing ability, particularly in grammatical accuracy and vocabulary usage, had genuinely improved, indicating a persistent gap between perceived overall benefit and concrete skill enhancement.

Looking ahead, students plan to enhance vocabulary and literacy through extensive reading and video consumption, while the lecturer aims to maintain effective practices like using visual aids and continue to refine her teaching methods to foster independent student learning and critical thinking within the GBA framework.

The study concludes that GBA fosters adaptation and growth in writing, particularly in structural organization and process understanding, for both students and the lecturer. However, consistent linguistic and literacy skill improvement requires ongoing effort and targeted intervention. This research offers rich, human-centered insights into GBA implementation, emphasizing the critical interplay of foundational skills, pedagogical flexibility, and contextual factors for effective language education.

B. Implication of the Study

The findings underscore the importance of pedagogical adaptability from lecturers when introducing new approaches like GBA. Lecturers need to be prepared to diagnose and address foundational skill gaps and adapt their strategies to student needs and institutional constraints.

The research highlights students' capacity for developing self-initiated learning strategies to overcome linguistic and cognitive challenges. This suggests that fostering student agency and encouraging self-regulation should be a key focus in writing instruction.

Insights into initial student perceptions and persistent challenges, particularly in vocabulary, literacy, and grammar, indicate that curriculum developers must ensure that foundational linguistic skills and literacy habits are robustly integrated and continually reinforced within GBA frameworks.

Furthermore, this study reinforces the value of narrative inquiry in educational research, providing a rich, in-depth understanding of lived experiences that quantitative methods might miss. Understanding these narratives can significantly influence teaching-learning activities for optimal outcomes.

Finally, conducted in an Islamic higher education setting, the study provides specific context-dependent insights into GBA implementation, suggesting that general GBA principles need careful adaptation to local educational and cultural contexts.

C. Suggestion

For the students, it is highly suggested that they should proactively engage in vocabulary building and grammar review through extensive reading and dedicated study. They are advised to embrace self-initiated learning by utilizing online resources and sample texts. Active participation in peer review sessions and seeking clarification from lecturers or peers are also crucial for improving their writing.

For the lecturers, it is encouraged to implement initial assessments to identify students' prior knowledge of genre conventions and foundational writing skills. They should continuously reinforce genre-specific elements throughout the writing process and provide more explicit guidance during collaborative learning phases. Strategic integration of technology and refinement of time-saving feedback strategies are also recommended to optimize instructional time.

For the study program, they should review and potentially revise the curriculum to ensure robust integration and continuous reinforcement of foundational linguistic skills, particularly grammar and vocabulary, within the GBA framework. Consideration should be given to adapting general GBA principles to the specific educational and cultural context of Islamic higher education to maximize effectiveness.

Finally, this research is indeed able to explore the experiential and human side of a person, and become an initial hypothesis of a phenomenon. However, with its qualitative nature, this research cannot describe the overall perception of the general population. Therefore, assisted by the initial hypothesis or theory that has been generated by this research, for future researchers, they are encouraged to conduct quantitative-based research with a larger number of participants that can describe the entire population is needed to capture the acceptance of students and lecturers towards GBA, especially in the Islamic higher education context in Indonesia. Furthermore, they are encouraged to conduct longitudinal studies to track the long-term impact of GBA implementation or mixed-method studies investigating the challenges and successes of GBA across different educational levels or institutions and skills, particularly speaking and listening, are also valuable avenues for future inquiry.