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APPENDICES

Appendix 1. Narrative Interview Guideline for Students

1. Wawancara ini akan dilakukan secara individu dan mendalam yang berlangsung sekitar 60 menit.
2. Anda bebas untuk membagi cerita anda baik yang berhasil atau yang tidak berjalan lancar.
3. Agar anda merasa nyaman, wawancara ini akan berlangsung secara santai dan kekeluargaan. Anda dapat memilih untuk menggunakan Bahasa Indonesia atau bahasa daerah anda (Bahasa Jawa)
4. Wawancara ini akan direkam secara audio.
5. Anda bebas untuk bertanya sebagai bentuk klarifikasi atas pertanyaan-pertanyaan peneliti yang sulit dipahami.
6. Wawancara ini mencakup tiga hal: a) kisah atau cerita hidup anda, b) pengalaman anda saat ini, c) refleksi serta pemaknaan akan cerita yang anda bagi.

A. Wawancara mengenai kisah hidup. Bagian ini membahas fase saat anda pertama kali mengalami genre-based approach dalam kelas *writing* anda.

1. Bagaimana latar pendidikan anda sebelum masuk ke IAIN Kediri?
2. Apakah anda mengetahui tentang penerapan genre-based approach sebelumnya di sekolah anda?
3. Apakah anda mengetahui mengenai penerapan genre-based approach dalam pembelajaran di program studi Tadris Bahasa Inggris semester ini?
4. Bisakah anda menceritakan apa yang rasakan, pikirkan atau juga sikap yang anda lakukan saat masa-masa awal penerapan genre-based approach dalam kelas *writing*?

B. Wawancara mengenai pengalaman masa kini anda. Tahap ini akan mengeksplorasi kisah anda dalam penerapan genre-based approach di kelas *writing* anda.

1. Dapatkah anda mengisahkan pengalaman yang paling anda ingat dalam penerapan genre-based approach pada kelas *writing* anda?
2. Mengapa anda merasa peristiwa atau pengalaman tersebut sangat membekas dalam hidup anda?
3. Tolong anda kisahkan hambatan dan kesulitan yang anda hadapi saat anda belajar *writing* dengan menggunakan genre-based approach!
4. Bagaimana anda mengatasinya?

C. Wawancara mengenai refleksi dan aspirasi anda dalam memaknai pengalaman anda berada dalam kelas *writing* yang menggunakan genre-based approach. Sesi ini terkait dengan harapan, perasaan, dan rencana anda selanjutnya di masa depan dalam melaksanakan kegiatan belajar *writing* menggunakan genre-based approach.

1. Sejauh ini, bagaimana perasaan anda terkait pengalaman-pengalaman tersebut?
2. Sejauh ini, apa saja manfaat yang anda dapat?
3. Apakah anda merasa terdampak, baik positif atau negatif, dengan penerapan genre-based approach dalam kelas *writing* anda?
4. Apa anda merasa kemampuan menulis bahasa Inggris anda lebih baik saat ini?
5. Apa rencana anda ke depan agar dapat lebih baik lagi dalam melakukan kegiatan belajar *writing* dengan menggunakan genre-based approach?

Appendix 2. Narrative Interview Guideline for Lecturer

1. Wawancara ini akan dilakukan secara individu dan mendalam yang berlangsung sekitar 60 menit.
2. Anda bebas untuk membagi cerita anda baik yang berhasil atau yang tidak berjalan lancar.
3. Agar anda merasa nyaman, wawancara ini akan berlangsung secara santai dan kekeluargaan. Anda dapat memilih untuk menggunakan Bahasa Indonesia atau bahasa daerah anda (Bahasa Jawa)
4. Wawancara ini akan direkam secara audio.
5. Anda bebas untuk bertanya sebagai bentuk klarifikasi atas pertanyaan-pertanyaan peneliti yang sulit dipahami.
6. Wawancara ini mencakup tiga hal: a) kisah atau cerita hidup anda, b) pengalaman anda saat ini, c) refleksi serta pemaknaan akan cerita yang anda bagi.

A. Wawancara mengenai kisah hidup. Bagian ini membahas fase saat anda pertama kali mengajar dengan menggunakan genre-based approach dalam kelas *writing* anda.

1. Bagaimana latar mengajar anda sebelum masuk ke IAIN Kediri?
2. Jika IAIN Kediri bukan merupakan lembaga pertama tempat anda mengajar, apakah anda mengetahui tentang penerapan genre-based approach di lembaga anda sebelumnya?
3. Apakah anda mengetahui mengenai penerapan genre-based approach dalam pembelajaran di program studi Tadris Bahasa Inggris semester ini?
4. Bisakah anda menceritakan apa yang anda rasakan, pikirkan atau juga sikap yang anda lakukan saat masa-masa awal penerapan genre-based approach dalam kelas *writing*?

B. Wawancara mengenai pengalaman masa kini anda. Tahap ini akan mengeksplorasi kisah anda dalam penerapan genre-based approach di kelas *writing* anda.

1. Dapatkah anda mengisahkan pengalaman yang paling anda ingat dalam menerapkan genre-based approach pada kelas *writing* anda?
2. Mengapa anda merasa peristiwa atau pengalaman tersebut sangat membekas dalam hidup anda?
3. Tolong anda kisahkan hambatan dan kesulitan yang anda hadapi saat anda mengajar *writing* dengan menggunakan genre-based approach!
4. Bagaimana anda mengatasinya?

C. Wawancara mengenai refleksi dan aspirasi anda dalam memaknai pengalaman anda mengajar kelas *writing* yang menggunakan genre-based approach. Sesi ini terkait dengan harapan, perasaan, dan rencana anda selanjutnya di masa depan dalam melaksanakan kegiatan belajar *writing* menggunakan genre-based approach.

1. Sejauh ini, bagaimana perasaan anda terkait pengalaman-pengalaman tersebut?
2. Sejauh ini, apa saja manfaat yang anda dapat?
3. Apakah anda merasa terdampak, baik positif atau negatif, dengan menerapkan genre-based approach dalam kelas *writing* anda?
4. Apa anda merasa kemampuan menulis bahasa Inggris siswa anda lebih baik saat ini dengan menerapkan genre-based approach?
5. Apa rencana anda ke depan agar dapat lebih baik lagi dalam melakukan kegiatan mengajar *writing* dengan menggunakan genre-based approach?

Appendix 3. Re-transcribing and Re-storying the Transcript (Coding Process)

1. S1 (High-scored student in English Writing Class)

Original Narrative Interview Transcript	Re-transcription	Re-storying
Jadi saya itu dulu SMA-nya di SMK PGRI 2 Kediri, Kak. Bahasa Inggris-nya <i>pas</i> waktu SMA dulu ya cuma <i>ngerjakan</i> modul aja. Yang <i>basic-basic</i>, nggak pernah <i>nulis</i> teks seingat saya. Jadi belum tahu soal <i>Genre-based</i>. Belum pernah mendengar. <i>Pas</i> masuk kuliah pun juga <i>ndak</i> tahu kalau pakai <i>Genre-based</i>. Baru tahu ya dari kakak ini. <i>hehe</i>. Tapi kalau jenis teks ada beberapa yang sudah tahu kayak <i>procedure</i>, <i>recount</i>, sama <i>descriptive</i>. Kalau semester sebelumnya mengajarnya dijelaskan <i>gitu</i>, tapi kalau menjelaskan itu kayak lebih kompleks, kayak lebih ke <i>story telling gitu</i>, jadi ya siswanya <i>ngantuk</i> juga. <i>hehe</i>. Teksnya apa ya. Lupa <i>kalo</i> itu. Menjelaskannya di proyektor <i>gitu</i>, dijelaskan kayak struktur-strukturnya nanti kayak <i>gimana</i>. Tapi <i>overall pake</i> Bahasa Inggris <i>gitu</i>. Lebih banyak <i>pake</i> Bahasa Inggrisnya. Terus setelah menjelaskan itu nanti mahasiswanya disuruh kayak membuat sesuai yang diinstruksikan. Jadi dikasih contoh terus langsung disuruh <i>nulis</i>. Tidak ada proses <i>brainstorming</i>-nya. Jadi langsung buat <i>gitu</i>, Kak. Mungkin cuma buat <i>outline</i> aja ya. Terus <i>ngerjainnya</i> itu juga kebanyakan di rumah, diketik	So, I [S1] went to SMK PGRI 2 Kediri for high school. Back then, my English was just doing modules. Basic stuff, I don't think I ever wrote any texts [EB]. So, I didn't know about genre-based writing. I'd never heard of it. Even when I started college, I didn't know we used genre-based writing. I only found out from you. But I do know some types of texts like procedure, recount, and descriptive texts [GA]. In the previous semester, the lecturer explained, but it was more complex, more like storytelling, so the students got sleepy [LE]. It was explained on the projector, like the structure and how it would be. But overall, it was in English. Mostly in English. After the explanation, the students were asked to write according to the instructions. So, they were given examples and then asked to write. There's no brainstorming process. They just started writing right away. Maybe just an outline. Then most of the work was done at home, typed up. At class, they just listened to the explanation. That's usually how it went. They	• At my high school time, the English learning was limited to doing modules and I never wrote any texts. • But I do know some types of texts like procedure, recount, and descriptive. • I didn't know about GBA. I only found out about it recently, and it was actually from you. • Even when I started university, I didn't realize that GBA was being used. • In the previous semester, the explanation was complex and often felt

<i>gitu</i>. Jadi di kampus hanya kayak mendengarkan penjelasan saja. Seringnya <i>gitu</i>. <i>Ngerjakannya</i> di rumah, dikumpulkannya juga di rumah, dikumpulkan di <i>google drive</i>. Beliau <i>ngoreksi</i>, tapi <i>nggak</i> disuruh <i>nge-print</i>. Saya <i>inget</i> waktu <i>pas online</i> itu dikoreksi lewat <i>Zoom</i>. Jadi dikoreksi, ditampilkan hasilnya punyanya <i>temen-temen</i> itu. Ditampilkan, terus kayak dikoreksi, ini salah, ini benar, <i>gitu</i>. Satu-satu semuanya dikoreksi. Sebenarnya buat saya bukan hal yang sulit-sulit banget sih buat nulis. <i>Kan</i> juga sudah diberi instruksi, dikasih contoh. Jadi <i>nggak</i> merasa kesulitan. Soalnya <i>kan</i> boleh pakai <i>translator</i>. Jadi biasanya saya tulis Bahasa Indonesia-nya dulu terus saya <i>translate</i>, Kak. Tapi susahny kalau <i>pas</i> <i>nggak</i> boleh buka <i>HP</i> <i>gitu</i> jadi kayak kekurangan <i>vocabulary</i>. Nah, kalau yang diajarkan semester ini itu disuruh <i>brainstorming</i>. Disuruh cari topik apa, kayak gambaran apa yang akan ditulis buat teks. Habis itu kalau yang di pengajarannya yang sekarang itu membuat <i>mind map</i>. Jadi kayak gambaran besarnya. Disuruh menyusun jenis <i>structure</i>-nya, ada judul, lalu ada <i>general statement</i>-nya ditulis singkat saja, terus ada <i>explanation sequential</i>-nya itu ditulis tiga poin, lalu juga <i>conclusion</i>, lalu setelah itu <i>first draft</i>. Jadi itu nanti buat kayak keseluruhan <i>gitu</i>, keseluruhannya dari <i>brainstorming</i>, dari <i>mind map</i>. Nah, nanti itu	did the work at home, submitted it at home, and uploaded it to Google Drive. The lecturer corrected it, but they don't have to print it out. I remember when it was online, the corrections were done via Zoom. So, the corrections were shown, and the results of my classmates were displayed. They were shown, then corrected, like this is wrong, this is right, and so on. Everything was corrected one by one. Actually, writing isn't that difficult for me. We were given instructions and examples. So, I didn't feel any difficulty. Because we're allowed to use a translator [AT]. So usually, I write it in Indonesian first, then I translate it. But the hard part is when we're not allowed to use our phones, so I feel like I'm lacking vocabulary. Well, what we're taught first this semester is brainstorming. We're told to find a topic, like a general idea of what we'll write for the text. After that, in the current lesson, we're told to make a mind map. So, it's like the big picture. We're told to organize the structure, including the title, then a brief general statement, followed by three points of sequential explanation, then the conclusion, and finally the first draft. That's the overall structure, based on the brainstorming and mind map. Then, that is	more like storytelling. It was delivered mostly in English. • As a result, many students, including myself, felt sleepy and struggled to stay focused. • So, I didn't feel any difficulty. Because we're allowed to use a translator as well. • Now, the challenge is that my vocabulary is still limited, especially when I need to develop and expand a paragraph. • To overcome this, I try to memorize English words, or find synonyms when I can't recall a specific word. • Another challenge for me is developing the second
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disusun jadi satu di <i>first draft</i> itu. Setelah itu di-<i>peer review</i>. Itu nanti <i>kan</i> dikerjakan sendiri-sendiri. Nah, itu nanti di-<i>peer review</i> sama teman sebangku, ditukarkan, nanti temannya <i>ngoreksi</i> kayak mungkin ada <i>grammar</i>-nya yang salah, mungkin ada kayak strukturnya yang salah <i>gitu</i>. Lalu setelah itu dibenahi sendiri yang udah dikoreksi tadi. Nah, itu nanti yang jadi <i>final draft</i>-nya. Beda sama pas awal-awal dulu, kalau yang sekarang <i>kan</i> bisa kayak lebih mudah lagi soalnya ada <i>brainstorming</i> <i>gitu</i>. Jadi kita kayak punya bekal <i>keywords-keywords</i> <i>gitu</i>. Ada kayak kemudahan <i>kalo</i> mau <i>nulis</i> itu gimana. <i>Cuman</i> ya kesulitannya <i>tetep</i> sih pada kosakatanya saya yang terbatas pas <i>ngembangin</i> tulisannya. Paling itu aja sih, kosakata. Itu saya atasi dengan cara mencoba ingat-ingat kembali apa Bahasa Inggris-nya kata ini, kalau tidak menemukan, saya cari persamaan kata yang mirip-mirip dengan kata tersebut, dan menurut saya cara ini efektif. <i>Kalo</i> dari <i>tenses</i> atau cara <i>nyusun</i> kalimatnya saya nggak ada masalah yang berarti sih, Kak. Karena saya juga belajar <i>gimana</i> biar bisa <i>nyusun</i> kalimatnya dengan benar kayak ini <i>match</i> <i>nggak</i>-nya, cocok <i>nggak</i>-nya. Saya cek kembali apakah satu kalimat ini sudah sesuai <i>SPOK</i> belum. Jika sudah yakin dan sesuai, saya lanjut untuk menulis kalimat berikutnya. Kalau ada kesalahan di pertemuan sebelumnya biasanya saya	compiled into the first draft. After that, it undergoes peer review. That is done individually. Then, it is peer-reviewed by a classmate, exchanged, and the classmate corrects any grammar mistakes or structural issues. After that, the corrections are made based on the feedback. That becomes the final draft. It's different from the beginning because now it's easier since we have brainstorming. So, we have keywords as a reference. It makes it easier to write. The only difficulty is still my limited vocabulary when developing the writing [LV]. That's about it, vocabulary. I overcome this by trying to remember the English word. If I can't find it, I look for similar words, and I think this method is effective [FS]. As for tenses or sentence structure, I don't have any major issues. Because I've also been learning how to structure sentences correctly, like whether they match or not, whether they fit or not. I double-check to make sure the sentence follows the SPOK rules. If I'm confident it's correct, I move on to the next sentence. If there are mistakes from previous sessions, I review and study them again before class [SA]. So, before writing the text, it's usually explained, and there are notes. Well, I learn	paragraph after the general statement. This may be due to my limited literacy and exposure to reading materials. • I often feel unsure about how to choose the right words to form complete and proper sentences. • To make it easier, I usually choose topics that are familiar or personally relevant. That way, I can understand the content better and develop the writing more effectively. • Compared to before, I feel that I have improved in several areas. Now, I can write more fluently and organize my ideas better. I also rely less on Google Translate than I did before. Thanks to the brainstorming stage, the
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<i>review</i> dan pelajari lagi sebelum masuk kelas. Jadi, sebelum bikin teks itu <i>kan</i> biasanya dijelaskan, ada catatannya. Nah, belajar dari catatan itu, Kak. Mungkin kesulitan lainnya itu dalam mengembangkan yang di paragraf kedua setelah <i>general statement</i>, mengembangkan <i>body</i>-nya. Kesulitannya kayak merangkai kata-katanya itu lo, Kak. Bingung memilih kata yang tepat untuk menyusunnya menjadi satu kalimat utuh yang baik dan benar. Mungkin karena minim literasi, jadinya kurang mendapat ide untuk merangkai sebuah teks. <i>Kalo</i> saya idenya <i>nulis</i> itu dari yang pernah <i>tak</i> baca, terus kayak <i>nginget-inget gitu</i>. Nggak ada diskusi sih, Kak. Jadi sendiri-sendiri aja. Mengatasinya biasanya saya cari topik yang dekat dengan saya. Jadi saya lebih paham dan bisa mengembangkan tulisannya lebih baik. Kalau momen yang paling saya <i>inget</i> selama satu semester ini tuh nggak ada sih, Kak. <i>hehe</i>. Tapi, menurut saya, dengan adanya proses menulis yang seperti ini saya terbantu banget sih, Kak. Soalnya kayak yang tadi, jadi tahu <i>step by step</i>-nya cara kayak menulis yang benar itu kayak <i>gimana</i>. Ada urutannya, “<i>oh kita harus pakai brainstorming dulu</i>,” misalnya, biar lebih mudah dalam menyusun atau menulis paragraf dari sebuah topik. Jadi berdampak positif ke saya. Ya lebih memudahkan itu tadi. Terus juga jadi lebih tahu <i>kan</i>, juga	from those notes. Another difficulty is developing the second paragraph after the general statement, expanding the body [LL]. The challenge is in arranging the words. I'm unsure about choosing the right words to form a complete, proper sentence [LV]. Maybe because of limited literacy, I struggle to come up with ideas for structuring a text [LL]. For me, the ideas for writing come from things I've read before, then I try to remember them. I prefer not to have discussion as well. We just work on our own. To overcome this, I usually look for topics that are close to me [CFT]. That way, I understand them better and can develop the writing more effectively. There's no specific moment that stands out for me during this semester, though. But, in my opinion, this writing process has really helped me a lot. Because, like I mentioned earlier, it helps me understand the step-by-step process of how to write properly [B]. There's a sequence, like “oh, we need to brainstorm first,” for example, which makes it easier to organize or write paragraphs from a topic. So, it's had a positive impact on me [P]. It just makes things easier. Plus, I learn more too [B]. Like, if the topic is about waste management, we become more aware and	writing process flows more smoothly. • After taking this writing class, I realized that there are still many text types I am not familiar with. I often felt confused and forgot the generic structure, language features, and social functions of each type. • But after studying again, I began to understand that each text has its own purpose, structure, and linguistic features. • Going forward, I still need to expand my vocabulary and improve the details in my writing. In previous assignments, my writing lacked depth and detail.
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sekalian belajar. Kayak mungkin topiknya tentang <i>waste management</i>. Nah, kayak pengelolaan sampah. Kita jadi lebih tahu dan lebih sadar, mawas diri gitu terhadap sampah. Saya juga <i>ngerasa</i> kemampuan menulis Bahasa Inggrisku meningkat sih, Kak, terutama mungkin dalam hal kalau sekarang itu bisa lebih <i>nggak</i> terpacu pada <i>google translate gitu</i>. Soalnya kan bisa lebih <i>ngalir</i> gara-gara ada <i>brainstorming</i> tadi. Meskipun kadang-kadang ya saya masih menggunakan sih. <i>hehe</i>. Sama saya jadi bisa lebih menata alurnya kayak pembukaannya harus <i>gimana</i>, terus di paragraf kedua harus <i>gimana</i>. <i>Kalo</i> di paragraf pertama biasanya isinya kayak gambaran umumnya definisi ini ini ini itu apa. <i>Trus</i> habis itu kan dijelaskan secara singkat yang mau ditulis dari paragraf dua <i>gitu</i>, dijelaskan secara singkat saja. Nah, nanti paragraf dua itu isinya dijabarkan apa saja yang ditulis di paragraf pertama tadi. Dijabarkan lebih luas. <i>Pas</i> paragraf terakhir yang <i>conclusion</i> itu kita menyimpulkan secara lebih mudah. <i>Kalo</i> untuk di kelas mungkin seharusnya ada <i>ice breaking</i> biar lebih semangat soalnya kan mahasiswanya banyak yang <i>ngantuk</i>. Kalau dari segi koreksinya, pengajarannya, menurut saya cukup sih. Sudah bagus. Sudah cukup menarik dari video yang ditampilkan dan lain-lain sudah jelas juga. Saya senang sih, Kak, dengan proses belajar <i>writing</i>	mindful about trash. I also feel like my English writing skills have improved, especially in terms of not relying too much on Google Translate anymore [B]. Because it flows better thanks to the brainstorming process. Although sometimes I still use it after the class. I also became better at organizing the flow, like how the opening should be, then the second paragraph [B]. In the first paragraph, it usually contains a general description of the definition. Then, in the second paragraph, it is explained briefly what will be written in the second paragraph. Then, in the second paragraph, you elaborate on what was written in the first paragraph. You expand on it more. In the last paragraph, the conclusion, you summarize it in a simpler way. For the class, maybe there should be some “icebreaking” activities to make it more engaging since many students tend to get sleepy. In terms of corrections and teaching, I think it's sufficient. It's good. The video shown is interesting, and everything else is clear. I like this writing learning process, especially since the lecturer explains mostly in Indonesian. So, the students can understand better. Previously, most of the explanations were in English, and the way	• To address this, I plan to read more and perhaps watch YouTube videos to improve both my vocabulary, literacy and writing techniques.
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yang seperti ini terutama dosennya juga menjelaskannya <i>kan</i> kebanyakan pakai Bahasa Indonesia. Jadi ya mahasiswanya juga bisa lebih mengerti. Soalnya yang dulu kebanyakan pakai Bahasa Inggris, ditambah cara penjelasannya, jadi <i>ngantuk gitu</i>, Kak. <i>hehe</i>. Setelah saya mengikuti kelas <i>writing</i> ini, saya menyadari ternyata masih banyak teks yang belum saya ketahui jenisnya, apalagi ternyata ada <i>generic structure</i>-nya, <i>language features</i>-nya, <i>social function</i>-nya. Saya merasa bingung dan kadang lupa dengan struktur masing masing teks. Tapi setelah saya pelajari lagi, saya baru paham, “<i>Oh, ternyata setiap teks punya aturan penulisan, tujuan, dan ciri kebahasaan masing-masing</i>,”. Jadi kalau ingin membuat suatu teks harus memperhatikan hal tersebut. Tidak melulu asal membuat saja. Tetap sih kurangnya di <i>vocabulary</i> dan detail tulisan. Soalnya kemarin itu saya nulisnya masih belum detail. Jadi kedepannya saya <i>pengen</i> lebih detail lagi. Soal <i>vocab</i> tadi mungkin saya bakal belajar lagi sih, kayak lewat, ya bisa lewat <i>Youtube</i>. Ya lebih baca-baca lagi aja.	they were explained made me sleepy. After taking this writing class, I realized there are still many text types I don't know, especially the generic structures, language features, and social functions. I felt confused and sometimes forgot the structure of each text. But after studying again, I finally understood, “Oh, so every text has its own writing rules, purpose, and linguistic features.” So, when creating a text, you have to pay attention to those things. It's not just about writing anything. I still need to improve my vocabulary and writing details. Yesterday, my writing wasn't detailed enough. So, in the future, I want to be more detailed. As for vocabulary, I'll probably study it again, maybe through YouTube. I'll just read more.	
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2. S2 (Medium-scored student in English Writing Class)

Original Narrative Interview Transcript	Re-transcription	Re-storying
Saya lulusan MAN 4 Kediri, Kak. Kalau dulu namanya MAN Krecek. Dulu pas di MAN belajar Bahasa Inggrisnya cuma <i>ngerjain</i> soal di LKS itu aja. Kalau tugas <i>writing</i>, <i>nulis</i> yang <i>bener-bener</i> dari nol <i>gitu</i> seingat saya belum pernah, sih. Jadi di kampus ini pertama kali <i>writing</i>. Mungkin cuma tahunya <i>narrative</i>, <i>descriptive</i>, <i>procedure</i>, <i>report</i>. Tapi cuma mengidentifikasi aja. Nggak pernah <i>nulis</i>. Jadi nggak tahu cara buatnya. Tapi saya ikut kursus, kayak les di tetangga <i>gitu</i> seminggu tiga kali masih sampai sekarang. Mulainya itu Mei 2023. Jadi sebelum masuk kuliah. Karena beliau <i>kan</i> dulu <i>ngajar</i> di Kampung Inggris terus saya minta <i>ngajarin</i> saya. Di kursusan pertama belajar <i>grammar</i> terus belajar <i>ngerjain</i> soal juga, hafalan <i>vocab</i>, terus sekarang disuruh <i>nulis</i> juga. <i>Nulis narrative</i>, <i>spoof</i>, <i>news item</i>, <i>iklan</i>, <i>report</i>, <i>descriptive</i>, terus banyak sih, Kak. Lupa. <i>hehe</i>. Tapi baru akhir-akhir ini. Kalau untuk istilah <i>Genre-based Approach</i> saya belum pernah <i>denger</i>, sih. Ini pertama kali <i>denger</i>. Saya nggak tahu juga misalnya di TBI ini <i>pake</i> kurikulum <i>GBA</i> atau apa soalnya nggak pernah disebutin juga sama dosennya di kelas. Jadi ya <i>wes</i> pokoknya ikut aja apa yang diajarkan di kelas. Dulu pas semester 2 itu	I [S2] graduated from MAN 4 Kediri. It used to be called MAN Krecek. Back then, when I was at MAN, I only learned English by doing exercises in workbooks [EB]. But I know some types of texts. I only know narrative, descriptive, procedural, and report texts, but I only know how to identify them [GA]. I've never written before. So, I don't know how to do it. As for writing assignments, I don't think I ever had to write something from scratch. So, this is my first time writing at university [EB]. But I'm taking a course, like private lessons at a neighbor's house three times a week, and I'm still going now. It started in May 2023. So, before I started college. Because he used to teach at Kampung Inggris, so I asked him to teach me. In the first course, we learned grammar, then how to solve problems, memorize vocabulary, and now we're also asked to write. Writing narratives, spoofs, news items, ads, reports, descriptive writing, and lots more, actually. I forget. But only recently. As for the term Genre-Based Approach, I've never heard of it before. This is the first time I've heard it. I	• When I was in high school, I only learned English through workbook exercises. • I was familiar with a few text types such as narrative, descriptive, procedure, and report texts, but I only knew how to identify them. • I never write any of these texts myself. • I have never heard of the term GBA before. • I don't know whether the TBI program uses the GBA curriculum or not, because the lecturers never mentioned it in class.

teksnya <i>descriptive</i>, <i>report</i>, sama <i>recount</i>. Yang pertama disuruh kayak membuat topik besar <i>gitu lah</i>. Terus dibagi menjadi enam topik kecil. Terus suruh buat teks dari judul topik kecil itu tadi. Terus disuruh buat kayak apa sih, identifikasi, terus habis itu dibuat <i>outline-outline gitu</i>, terus <i>thesis statement</i>. Sebelumnya itu disuruh bikinnya <i>pake</i> Bahasa Indonesia dulu. Jadi topiknya setiap orang itu beda, harus beda. Kayak misalnya <i>culture</i> ya. Jadi itu kayak bisa milih, <i>pokok</i> yang berhubungan sama <i>culture</i>, misalnya kalau buat <i>descriptive text</i> itu kayak <i>Megengan</i>, <i>Tari Pendet</i>, kayak dijelaskan <i>gitu</i>, dideskripsikan, buat teks tentang hal-hal itu. Sama itu sih, Kak, disuruh baca dulu. Baca-baca tapi di rumah kayak individu <i>gitu</i>. Terus habis itu beliau <i>njelasin</i> teksnya ini <i>gini gini gini</i> terus yang baik kayak <i>gimana</i>. Habis itu langsung buat teks tapi di dalam kelas. Jadi tidak boleh dibawa pulang. Setiap pertemuan itu konsul. Jadi masih dalam bentuk Bahasa Indonesia itu <i>udah</i> dikonsultasikan. Jadi nanti <i>kalo</i> direvisi baru di-<i>translate</i>. Kalau topiknya kan <i>udah</i> selesai semuanya <i>trus</i> dipresentasikan di depan kelas dalam Bahasa Inggris. Habis itu tanya jawab. <i>Pas</i> awal itu saya kesulitan soalnya <i>kan pas</i> semester satu itu masih buat dalam per kalimat ya, terus tiba-tiba disuruh buat teks itu agak susah sih. <i>Nah</i>, kalau proses mengajarnya kelas <i>writing</i> yang sekarang itu kita	also don't know if TBI uses the GBA curriculum or what, because the lecturer never mentioned it in class [GA]. So, I just follow what's taught in class. In the second semester, the texts were descriptive, report, and recount. First, we were asked to come up with a main topic. Then it was divided into six smaller topics. We had to write a text based on the title of each smaller topic. Then we were told to identify what to write, make an outline, and write a thesis statement. Before that, we were told to write it in Indonesian first. So, each person had a different topic, it had to be different. For example, culture. So, you could choose something related to culture, like for descriptive text, you could write about <i>Megengan</i>, <i>Tari Pendet</i>, explain it, describe it, and write a text about those things. We were told to read first. We read at home individually. Then the lecturer explains the text, like this and that, and what makes it good. After that, we write the text in class. We can't take it home. Every meeting is a consultation. So, the Indonesian version is already consulted. Later, when it's revised, it's translated. When all the topics are finished, we present them in front of the class	• I just follow what the lecturers teach and assign. • At first, I found it difficult because, in the first semester, we only learned how to write sentences. Suddenly, in the second semester, we were asked to write full texts. • My biggest challenge is my limited vocabulary. • To improve, I try to look up difficult words in dictionaries, both online and offline. • Sometimes, I ask friends for the words that I don't know. I also rarely ask the lecturer as well. • I also didn't read enough, which made it
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pertama dikasih tunjuk video dulu. Misal yang pertama kali waktu itu teks <i>procedure</i> kita dikasih video kayak animasi gitu. Habis itu kita <i>dijelasin</i> kalo teks <i>procedure</i> itu <i>gini gini gini</i>, terus kayak strukturnya <i>gini</i>, terus <i>language feature</i>-nya <i>gini</i>. Habis itu diajarin bikin <i>brainstorming</i>. Itu kayak apa <i>yo</i>, kayak misal kita mau <i>nulis</i>, ya apa yang kita <i>inget</i> itu di-<i>list</i> gitu. Terus habis itu bikin <i>mind mapping</i> tentang teksnya itu. Habis itu baru bikin teksnya. <i>Kalo</i> menurut saya proses belajarnya yang sekarang ini lebih cepat daripada sebelumnya kayak <i>kalo jelasin</i> itu <i>gini gini gini</i>. Langsung kayak intinya. Sebelumnya itu <i>dijelasin</i> detail banget. Jadi kayak menurut saya yang sekarang itu <i>cepat</i> banget. Lebih cepat tapi juga mudah dipahami. Penjelasaannya nanti ditambahi pelan-pelan <i>pas</i> kita <i>nulis</i>. Saya <i>ngerasa</i> lebih <i>seneng</i> sih, Kak, karena mudah dipahami juga. Jadi kita kayak nggak merasa bingung <i>gitu</i> lo. Kalau kesulitannya <i>tetep</i> pada <i>vocab</i>. <i>Vocabulary</i> masih kurang banyak. <i>Vocab</i> itu jadi masalah karena mungkin apa <i>yo</i>, gampang lupa <i>gitu</i>, lo. Kayak udah dibaca tapi besoknya lupa. Selain itu juga kurang baca. Kadang kurang baca juga karena <i>kan</i> biasanya disuruh baca tapi saya nggak baca. <i>hehe</i> <i>Sebenarnya</i> bisa <i>dengerin</i> video juga. Tapi seringnya karena saya kurang baca juga jadi <i>kan</i> kayak kekurangan informasi, terus juga sulit	in English. Then there is a question-and-answer session. At first, I had difficulty because in the first semester we were still writing sentences, then suddenly we were asked to write texts, which was quite difficult [DW]. Now, in this semester writing class, we are first shown a video. For example, the first time we had a procedure text, we were given an animated video. After that, we were explained what a procedure text is like, its structure, and its language features. Then we were taught how to brainstorm. It's like, for example, if we want to write something, we list everything we remember. Then we made a mind map about the text. After that, we wrote the text. In my opinion, the learning process now is faster than before, like when explaining things, it goes straight to the point. Before, it was explained in great detail. So, in my opinion, it's much faster now. It's faster but also easier to understand. The explanations are added gradually as we write. I feel happier, because it's easier to understand. So, we don't feel confused. The difficulty is still with vocabulary [LV]. My vocabulary is still limited [LV]. Vocabulary is a problem because maybe I'm easy to forget. Like, you read it but forget it the next	difficult to recall information. • The lecturer was told us to read or learn from videos, but I didn't do it properly. • Once, when I was writing in the class, I secretly used my phone again to search for more. • Because I don't read enough, I lack the information needed to write longer and more detailed texts. • Even though I brainstorm and make mind maps, I find it hard to expand the ideas into paragraphs. • So far, my solution has been to just write from what I know, even if it's
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menyimpulkan. Waktu itu sekali <i>pas</i> disuruh <i>nulis explanation text</i> itu disuruh baca dulu, <i>nyari-nyari</i> info secara garis besar <i>gitu</i>. Habis itu saya bingung dan <i>tetep</i> bingung terus jadi <i>tetep</i> nggak bisa. <i>hehe</i>. <i>Pas</i> waktu itu bacanya di kelas dikasih waktu 15 menit <i>gitu</i> buat <i>browsing</i>, <i>nyari</i> di internet. Tapi menurut saya terlalu cepat. Jadi saya ambil <i>HP</i> diam-diam. Lihat lagi. <i>Hehe</i>. Tapi kalau momen yang berkesan banget apa ya, Kak, kayaknya nggak ada sih. Oh, mungkin waktu itu pernah saya belum paham ya, <i>trus pas</i> dikoreksi ternyata salah. Sama pernah <i>pas explanation text</i> itu punya <i>temen-temen</i> banyak yang salah <i>mind mapping</i>-nya itu <i>kan</i> harus kayak <i>thesis</i>-nya, <i>kan</i> harus ditulis. Jadi masih suruh <i>ngulang</i> dan saya nggak. Jadi saya bisa langsung pulang deh. <i>hehe</i>. Mengatasi <i>vocab</i> solusinya ya saya mencoba belajar lagi cari-cari kamus <i>online</i> dan <i>offline</i> atau tanya <i>temen</i>. Kalau <i>nggak gitu</i> ya tanya beliau tapi jarang. Yang lebih sering tanya <i>temen</i> sih. Kalau nggak ada alat bantu saya juga kesulitan karena kadang itu <i>pas</i> bikin itu kayak tahu poinnya tapi ide untuk mengembangkan kalimatnya itu yang susah. Terus juga lupa <i>gitu</i>. Meskipun ada <i>brainstorming</i>, <i>mind map</i>, tapi itu <i>kan</i> cuma poin-poinnya, belum berupa kalimat utuh. Pengembangannya yang susah. Jadi akhirnya saya menulis dari sumber-sumber yang saya pahami walaupun sedikit itu atau pemahaman saya	day. Besides that, I also don't read enough [LL]. Sometimes I don't read because I'm usually told to read but I don't. Actually, I can watch videos too. But often because I don't read enough, I feel like I'm lacking information, and it's hard to summarize [LL]. Once, when I was asked to write an explanation text, I was told to read first and look for general information. After that, I was confused and stayed confused, so I couldn't do it. At that time, we were given 15 minutes in class to browse and search online. But I thought it was too fast. So, I secretly took out my phone [CL]. Looked again. But if there's a really memorable moment, I don't think there is any. Oh, maybe it was because I didn't understand it at first, and when it was corrected, it turned out to be wrong. Also, during the explanation text, many of my friends made mistakes in their mind maps because they had to be written like a thesis. So, we had to redo it, but I didn't. So, I could go home right away. To overcome vocabulary issue, I tried learning again by looking up words in online and offline dictionaries [LD] or asking my friend [AFL]s. If not, I'd ask the lecturer, but I rarely did. I mostly asked my friends. Without any	not very much. That's why my texts often end up being short. • I don't feel completely satisfied with my writing because, after submitting it, I often think of better ways I could have written it. • I think my writing skill is still the same in some ways, but perhaps my writing is more organized and complete. • Now, I am able to write a full text, even though it still contains many mistakes. • Even though I still need to improve, especially in vocabulary and content development, I feel happy with my progress.
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sendiri. Akhirnya <i>tetep nulis</i> seadanya. Jadi <i>ngarang gitu</i>, Kak. <i>hehe</i>. Tulisan saya jadinya sedikit karena informasi yang saya punya juga sedikit. <i>hehe</i>. Saya kurang puas sih sebenarnya dengan hasil tulisan saya. Karena <i>kan pas nulis</i> itu buntu, idenya kurang, tapi <i>pas</i> dikumpulin, “<i>Oh, harusnya tadi gini gini</i>,”. Kalau buat saya sendiri refleksinya mungkin lebih banyak membaca dan <i>explore</i> tentang mungkin topik-topik apapun <i>gitu</i>, kayak pengetahuan dan lain-lain. <i>Kalo</i> kemampuanku sih yang <i>tak rasain somehow</i> sama aja ya, Kak. <i>wkwk</i>. Cuma ada itu, lo, kayak lebih runtutnya itu. Jadi kayak lebih terstrukturnya jadi lebih baik. Ya lebih bagus pastinya. Saya jadi bisa kayak <i>nulis</i> teks secara <i>full gitu</i>, walaupun ya masih banyak yang salah. Ya <i>full</i> tapi <i>gimana</i> ya, kayak <i>morat-marit gitu</i>, lo. Perasaanku sih senang ya karena dosennya sangat sabar juga jadi lebih baik pastinya dalam menulis teks. <i>Seneng</i> juga sih soalnya <i>sat set</i>. Tapi menurutku yang sekarang sudah bagus. Mungkin kayak penjelasannya aja lebih detail kalau <i>jelasin gitu</i> supaya kita lebih paham tentang hal-hal nggak cuma yang inti aja. Jadi yang lain-lainnya juga bisa paham. Kayak contohnya kan cuma dikasih intinya aja ya, kayak cuma penjelasan tentang teksnya, <i>trus</i> kayak strukturnya sama <i>language feature</i>. Mungkin bisa kayak dijelaskan cara <i>nulisnya gitu</i>. Mungkin kayak	tools, I struggled because sometimes I knew the main points but had trouble developing the sentences. I also tend to forget things. Even though I do brainstorming and mind mapping, those are just bullet points, not complete sentences [LV]. Developing them is the hard part. So, in the end, I write from sources I understand, even if it's just a little, or from my own understanding [LL]. I just write whatever comes to mind. So, it's kind of made up. My writing ended up being short because the information I have is limited [LL]. I'm not really satisfied with my writing. Because when I'm writing, I get stuck, I don't have enough ideas, but when I submit it, I think, “Oh, I should have written it like this.” For myself, I think I need to read more and explore different topics, like knowledge and other things [EMS]. As for my skills, I feel like they're somehow the same. It's just that now it's more coherent [US]. So, it's more structured and better. I can now write a full text, even though there are still many mistakes [B]. It's full, but you know, it's a bit messy. I feel happy because the lecturer is very patient, so my writing has been better as well. I'm also happy because it's straightforward. I think it's already good now.	• I also feel grateful because my lecturer is very patient and helpful, which makes me more motivated to write better. • I enjoy the current writing class because the instructions are clear and easy to understand. • In the future, I am determined to explore by reading or watching videos about topics that I choose. Through that way, I will also indirectly increase my vocabulary. • I will also look at sample texts from Google or books so that I can better understand how to write.
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membuat paragraf <i>gimana</i>, membangun dan menyatukan idenya. Ya lebih ke hal-hal yang teknis <i>gitu</i>, Kak. Kalau buat saya ke depan saya bertekad <i>kayak explore</i> baca-baca atau lihat video soal topik yang saya pilih. Dengan begitu saya juga secara nggak langsung <i>nambah</i> vocabulary. Juga sama lihat contoh teks dari <i>google</i> atau dari buku <i>gitu</i> kayak biar lebih paham “<i>oh gini caranya nulis</i>”.	Maybe the explanations could be more detailed so we can understand things better, not just the main points. That way, we can understand the other things too. For example, not only giving the main points, like an explanation of the text, then the structure and language features, but maybe it can be added like the explanation on how to write it. Like how to make paragraphs, build and connect ideas. More technical stuff like that. In the future, I am determined to explore by reading or watching videos about topics that I choose. That way, I will also indirectly increase my vocabulary. I will also look at sample texts from Google or books so that I can better understand how to write.	
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3. S3 (Low-scored student in English Writing Class)

Original Narrative Interview Transcript	Re-transcription	Re-storying
Jadi saya belum tahu sama sekali soal <i>Genre-based</i> itu apa. Tapi kayak pernah <i>denger</i> semester ini, tapi lupa di mata kuliah apa, Mas. <i>hehe</i>. Kalau jenis-jenis teks pas SMA dulu ada, sih. <i>Kan</i> saya dulu dari MAN 1 Kabupaten Kediri atau MAN Grogol dulunya. Yang saya <i>inget</i> dulu teks <i>procedure</i> sama <i>descriptive</i> kayaknya ada. <i>Kan</i> dulu soalnya <i>Corona</i> ya jadi masuknya <i>offline</i> kelas 12 aja. Jadi menurut saya nggak maksimal. Kelas 10 11 itu <i>online</i> terus jadi nggak <i>inget</i> apa-apa. <i>hehe</i>. Soalnya dulu juga cuma dijelasin terus <i>ngerjain</i> LKS saja sih. Nggak ada tugas lain kayak <i>writing</i> atau <i>speaking</i> itu nggak ada. Kalau di TBI menerapkan <i>GBA</i> saya juga nggak tahu. Cuma kalau <i>pas</i> semester 2 itu mata kuliah <i>writing</i> pertama ya hampir sama sih kayak yang sekarang. <i>Kan</i> dulu jenis teksnya <i>descriptive</i>. Nah, nanti juga akhirnya menulis sendiri-sendiri. <i>Pas</i> waktu semester 2 dulu bingung sih soalnya <i>kan</i> beliau ngomongnya kebanyakan Bahasa Inggris <i>gitu</i>. Jadi saya pahamnya cuma sedikit-sedikit aja. Biasanya saya <i>translate</i> sedikit-sedikit apa yang beliau omongkan biar tetap paham. <i>Kalo</i> di proses menulisnya kesulitannya itu tulisannya harus diparafrase <i>gitu</i>, lo. Jadi bahasanya harus bahasa	So, I [S3] don't know anything about genre-based learning [GA]. But I think I heard about it this semester, but I forgot in which class. There were different types of texts in high school. I went to MAN 1 Kediri Regency or MAN Grogol [EB]. I remember there were procedure and descriptive texts [GA]. However, we just listened to explanations and did worksheets [EB]. There were no other assignments like writing or speaking. I also don't know if TBI implements GBA [GA]. But during the second semester, the first writing course was almost the same as now. Back then, the text type was descriptive. Eventually, we had to write on our own. During the second semester, I was confused because the teacher mostly spoke in English. So, I only understood a little bit [LE]. Usually, I translate a little bit of what the teacher says to catch up [AT]. The challenge in the writing process is that the language has to be in your own words. It is not allowed to use the same sentences from articles or other sources that we use. I use AI to handle that [AT].	• At high school, we only listened to the teacher's explanation and completed worksheet exercises. • We didn't have any other assignments like writing or speaking tasks. • However, I knew some types of texts such as procedure and descriptive texts. • I heard about it this semester but I don't really know anything about genre-based learning. • I also don't know if the TBI program implements GBA. No one has clearly explained it in my classes.

sendiri. Karena <i>kan</i> harus <i>nyari</i> dari sumber artikel atau lainnya <i>gitu</i>. Mengatasinya ya pakek AI. <i>wkwk</i>. Sama sebelumnya kan belum pernah nulis yang <i>full text gitu</i>. Nah, ketika disuruh <i>nulis</i> langsung kayak susah jadinya. Saya kan agak males. <i>hehe</i>. Kadang <i>nunda-nunda</i> tugas jadi agak telat <i>ngumpulkan-nya gitu</i>. Kalau yang sekarang, pengalamannya itu dosennya baik banget <i>gitu</i>, lo <i>hehe</i>. Terus sama penjelasannya mudah. Dan beliau itu orangnya <i>simple</i> gitu pokoknya. Pokoknya bahasanya <i>simple gitu</i> aja. Kalau di kelas itu prosesnya menyebutkan <i>brainstorming</i>, kayak kata-kata yang menyangkut atau membahas topiknya itu. Kemudian membuat <i>mind map</i>, itu judulnya apa terus ditarik <i>general statement</i>. Kemudian apa itu, ini teks <i>explanation</i> ya, nah habis itu yang tengah itu <i>sequential</i>, yang terakhir itu <i>conclusion</i>-nya apa. Jadi awalnya ya <i>brainstorming</i> tadi. Satu orang membahas apa. Oh, ya. Di awal biasanya beliau juga <i>ngasih</i> video. Itu yang UTS nya juga dikasih video dulu. Jadi di awal itu juga ada kayak penjelasan materinya seperti teks <i>explanation</i> itu apa, menjelaskan apa <i>gitu</i>, sama struktur bahasanya, sama <i>grammar</i>-nya apa, misal <i>present tense</i> gitu. Habis itu langsung membuat <i>draft</i> itu yang <i>brainstorming</i> tadi. Jadi beliau sambil menjelaskan sambil <i>ngarahin</i> kita buat bareng-bareng <i>gitu</i>. Habis itu membuat teks	Previously, I've never written a full text like this. So, when I was asked to write it directly, it felt difficult [DW]. I'm a bit lazy. Sometimes I procrastinate, so I end up submitting it late. With the current one, the lecturer is really nice. Plus, the explanations are easy to understand. The language is simple. In class, the process involves brainstorming, like coming up with words related to or discussing the topic. Then we make a mind map, where we write the title and draw general statements. Then, this is the text explanation, and after that, the middle part is sequential, and the last part is the conclusion. So, it starts with brainstorming. One person discusses one thing. At the beginning, it is shown a video. The midterm exam also has a video first. So, at the start, there's an explanation of the material, like what the text explanation is, what it explains, the language structure, and the grammar, like present tense. After that, we immediately create the draft based on the brainstorming. So, the lecturer explains while guiding us to work together. After that, we write the individual assignment text or the first draft. Then we peer review each other's work to check for mistakes. After that, the lecturer	• I was confused during that course because the lecturer mostly spoke in English. • To catch up, I tried to translate parts of the teacher's explanation into Indonesian. • Previously, I had never written a full text by myself. So, when I was firstly asked to write one directly, I found it very difficult. • We were not allowed to copy sentences from online sources or articles. Because of that, I sometimes used AI to help rephrase ideas. • Sometimes I also procrastinate, so I ended up submitting assignments late.
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tugas yang individu itu atau <i>first draft</i>. Terus habis itu <i>peer review</i> ditukar sama <i>temen</i>-nya masing-masing, ini ada yang salah atau tidak. Terus habis itu diparaf sama beliau. Momen yang paling saya <i>ingat</i> itu ketika membuat, beliau menjelaskan teks <i>Causal Explanation</i>. Nah, itu anak-anak, <i>eh</i>, <i>temen-temen</i> menyebutkan <i>brainstorming</i> kemudian <i>kan</i> ada 15 anak. <i>Lha</i> terus masing-masing kelompok itu ada 3 orang dan satu orang itu, <i>eh</i> satu kelompok, <i>eh</i> satu orang menyebutkan kata-kata yang topiknya <i>flood</i> atau banjir. Habis itu setelah disebutkan <i>kan</i> itu satu kelompok menyebutkan <i>general statement</i> kemudian <i>causal</i>-nya apa. <i>Kan</i> kalo banjir itu <i>kan causal</i>-nya kayak sampah kemudian penebangan pohon sama curah hujan yang tinggi. <i>Lha</i> terus masing-masing kelompok itu menyebutkan <i>general statement</i> kemudian yang tadi, <i>causal</i>-nya satu kelompok yang menyebabkan banjir itu hujan, sampah sama penebangan hutan. Kemudian yang terakhir itu <i>conclusion</i>-nya apa <i>gitu</i>. Kemudian jadilah teksnya. <i>hehe</i>. Kalau sejauh ini ada sekitar empat jenis teks ya kalau nggak salah yang sudah saya pelajari. Jadi ada <i>descriptive</i>, <i>report</i>, <i>procedure</i>, sama <i>explanation</i>. Dengan adanya penerapan seperti ini saya merasa mudah <i>gitu</i> soalnya kelompok sama bareng-bareng juga. Kesulitannya kayaknya <i>vocabulary</i>-nya aja sih kurang hafal	signs it. The moment I remember most was when we were making the Causal Explanation text. The students mentioned their brainstorming ideas, and there were 15 of us. Then each group had three people, and one person from each group mentioned words related to flood. After that, each group mentioned a general statement and then the causal factors. For example, the causal factors for flood are trash, deforestation, and heavy rainfall. Then each group stated the general statement, and the previous group mentioned the causes of the flood, which were rain, trash, and deforestation. Finally, they came up with the conclusion. Then the text was completed. So far, there are about four types of texts that I've learned, if I'm not mistaken. There are descriptive, report, procedure, and explanation. With this approach, I find it easier because we work together in groups. The only difficulty is that I don't know many words [LV], and we're not allowed to use our phones [TL]. So, I'm lacking of vocabulary. To overcome this, I sometimes write down words I don't know in a notebook and memorize them. If I don't know the English, after writing I sometimes ask my friends [AFL], sometimes I ask my	• The biggest difficulty I face now is vocabulary. I don't know many words and we are not allowed to use our phones during class. • When I don't know the English word for something, I sometimes ask my friends or look it up using my phone after the class. • While writing, I often search for similar words with the same meaning that I know. • Besides vocabulary, I also have issues with grammar and sentence structure. Even though I understand the concept, I still struggle with using it correctly.
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soalnya nggak boleh lihat <i>HP</i> juga. Mengatasinya sih kadang saya menulis yang saya tidak ketahui saya tulis di buku kemudian saya hafalkan. Kalau nggak tahu Bahasa Inggrisnya juga setelah <i>nulis</i> saya kadang tanya ke teman, kadang tanya ke <i>HP</i> sama membenarkan <i>pronunciation</i>-nya sekalian. Tapi kalau <i>pas nulis</i> itu saya kayak mencari kata yang hampir sama maknanya dengan yang saya nggak tahu. Kayak memparafrase <i>gitu</i>, lah. Selain itu saya juga masalah di <i>grammar</i> sama <i>nyusun</i> kalimatnya sering bingung. Saya sering lupa <i>language feature</i> sama <i>generic structure</i>-nya. Jadi sering nggak urut <i>gitu</i> atau kebalik-kebalik ya karena nggak hafal rumus <i>grammar</i>-nya atau susunan kalimatnya <i>gimana</i>. hehe. Nah, untuk itu sih saya belum tahu ya, Kak, mengatasinya <i>gimana</i>. Jadi saya belum melakukan apa-apa. Kalau untuk misal <i>simple present</i> tahu ya. Tapi kadang bingung ini sudah <i>bener</i> atau belum. Di teks itu penerapannya <i>gimana gitu</i>. Jadi mungkin saya paham tapi penerapannya masih bingung. Tapi yang saya rasakan jadi terbantu ya soalnya kan ada <i>brainstorming</i> tadi. Jadi lebih mudah. Akhirnya ketika membuat teks jadi lebih mudah juga. Kalau bisa dibilang kayaknya sih kemampuan saya lebih meningkat ya. Mungkin dari aspek pengetahuan saya tentang suatu teks. Jadi saya tahu cara menyusun kalimatnya ada <i>general statement</i>,	phone and correct the pronunciation at the same time [LD]. But when writing, I try to find words with similar meanings to the ones I don't know [FS]. Like paraphrasing. Besides that, I also have issues with grammar and sentence structure, often getting confused [SG]. I often forget language features and generic structures [CGC]. So, I often don't write in the correct order or mix things up because I don't memorize grammar rules or sentence structures. Well, I don't know how to overcome that yet. So, I haven't done anything about it [ND]. For example, I know simple present tense. But sometimes I'm unsure if it's correct or not. How to apply it in the text. So maybe I understand it, but I'm still confused about the application. I feel like it's helpful because of the brainstorming earlier. It makes it easier. In the end, writing the text becomes easier too [B]. I'm unsure but I think my skills have improved [US]. Maybe in terms of my knowledge about a text. So, I know how to structure a sentence with a general statement, sequence, and conclusion. It's more structured. As for the teaching process, I don't think there's any evaluation yet. It's already good. But overall, I don't feel burdened because the lecturer is a	• I often forget the language features and generic structure of a text. • Sometimes, I don't write the parts in the correct order or mix them up. • Well, I don't know how to overcome that yet. So, I haven't done anything about it. • I'm not completely sure whether my writing skill has improved, but I think I've gained more knowledge about how to structure a text. • Now I know how to organize my writing with a general statement, a sequence of information, and a conclusion.
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<i>sequence</i>, sama <i>conclusion</i>. Jadi lebih terstruktur. Untuk proses mengajarnya evaluasinya menurut saya belum ada sih. Sudah bagus. <i>hehe</i>. <i>Gimana</i> ya, Mas. Bingung jelasinnya. Tapi secara umum saya nggak terbebani sih soalnya beliau orangnya <i>simple</i>, <i>enjoy</i>, santai. Jadi merasa enak gitu diajar beliau. Metodenya juga saya nggak ada <i>complain</i> sih. Setuju aja soalnya masuk juga. Kalau untuk diri saya sendiri ya itu tadi evaluasinya, <i>vocab</i>-nya harus diperbanyak lagi sama <i>grammar</i>-nya belajar lagi. Soalnya kalau kayak struktur teksnya itu saya sudah lumayan paham sih.	simple, fun, and relaxed person. So, I feel comfortable being taught by the lecturer. I don't have any complaints about the method either. I agree with it because it makes sense. As for myself, my evaluation is that I need to expand my vocabulary [EMS] and study grammar again [RG]. Because I already understand the structure of the text pretty well.	• My writing has become more structured than before. • From my side, I feel that I need to expand my vocabulary and review grammar lessons again. • I already understand the generic structure of a text, but I need to improve my language use to make my writing better.
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4. L (Lecturer of the English Writing Class)

Original Narrative Interview Transcript	Re-transcription	Re-storying
Dulu, ya. Kalau ditarik lebih jauh lagi <i>kan</i> saya dulu di STIKES di Semarang. Itu saya lebih <i>ngajar</i>-nya ke Bahasa Inggris wajib. Jadi mereka anak-anak Kesehatan. Dan itu memang sama sekali tidak <i>pakek genre-based</i> karena mereka yang diminta keahlian, ya. Mereka lebih ke gimana <i>praktek</i> langsung. Itu kalau dulu sebelum kesini 2019 itu memang belum. Terus waktu disini pun ketika sebelum <i>GBA</i> ini dijadikan kurikulum itu juga <i>ndak gitu</i>. Jadi dulu <i>pakek</i>-nya itu <i>kalo</i> writing pasti <i>pakek</i> yang <i>essay</i> itu ya, bukan <i>genre-based</i>. Jadi dia <i>genre</i> nggak sih <i>sebenarnya</i> itu? <i>Hehehe</i>. Tapi mungkin belum terkonsep. Prosesnya mungkin belum sedetail sekarang, ya. <i>Kalo</i> dulu <i>kan</i> ada yang <i>cause effect essay</i>, kemudian ada modulnya. Dulu itu apa sih? Lupa saya <i>sampekan</i>. Pokoknya ada <i>descriptive</i> juga, <i>argumentative</i>, yang <i>gitu-gitu kan</i>. Itu <i>sebenarnya</i> juga <i>genre</i> ya, Cuma memang belum terkonsep sedemikian rupa di kurikulum. Nah, saya juga <i>ngikut</i> modul yang sudah ada. Jadi <i>piye</i> kayak <i>gitu</i>? <i>Kalo</i> pengalaman dulu sudah <i>sebenarnya</i>. Sudah tapi ini ya, belum tersurat <i>gitu</i> ya. Masih implisit. <i>Kalo genre kan</i> kita tahu ya, <i>argumentative</i> itu pasti <i>genre</i>, <i>narrative</i> itu <i>genre</i>. Cuma yang saya tahu konsep utuhnya, “<i>Oh</i>,	If we go back even further, I [L] used to be at STIKES in Semarang. I mostly taught compulsory English. The students were health department students. And it wasn't genre-based at all because they were required to have specific skills. They were more focused on practical application [EB]. That was before I came here in 2019. Even when I first arrived, before GBA was incorporated into the curriculum, it wasn't like that either. The process might not have been as detailed as it is now. Anyway, there were descriptive and argumentative essays, things like that. Those are actually genres, but they weren't conceptualized in the curriculum yet [GA]. Well, I also followed the existing modules. We know what genres are, right? Argumentative is definitely a genre, narrative is a genre. But what I know is the whole concept, “Oh, it has to be like this, like this,” that was when GBA was implemented as a curriculum. Actually, I was surprised when I first started when using genre-based learning because the classes were mixed. Then I asked if they had been taught brainstorming and	• In my first institution where I taught, I never used GBA because it was more focused on practical application. • When I moved to my current institution in 2019, GBA had not yet been formally implemented. • Although we taught students to write some types of texts, there was no explicit conceptualized curriculum framework, nor were the stages of writing development clearly structured. • I know that like argumentative and narrative are genres, but I only fully understood the concept of GBA when it

<i>memang harus seperti ini, seperti ini,”</i> itu di ketika GBA ini diterapkan sebagai kurikulum. <i>Sebenarnya</i> saya kaget ketika awal masuk itu <i>kan</i> ketika pakai <i>genre-based</i> itu <i>kan</i> kelas itu campur. Terus saya tanya sudah diajari pakai <i>brainstorming</i> dan <i>mind map</i> ternyata belum diajari. Jadi karena dampak GBA mereka jadi punya pengalaman <i>brainstorming</i> dan <i>mind map</i> jadi mereka lebih mudah mengembangkan ke bentuk kalimat dan paragraf. Jadi satu paragraf bisa fokus ke satu <i>idea</i>. Jadi mereka bisa lebih terstruktur dan fokus dengan adanya proses seperti ini. Jadi saya rasa kerangka pola berpikir mereka jadi lebih berkembang, jadi runtut dan terarah. Kalau untuk pertemuan setiap satu <i>genre</i> itu saya target empat kali minimal. Jadi pertemuan satu itu <i>BKOF</i> sama <i>Modelling</i>. Saya <i>sebenarnya</i> nggak hafal lo itu. <i>Hehe</i>. Second meeting mereka <i>first draft</i> tapi di akhir tadi saya minta maju satu-satu. Pertemuan ketiga itu mereka <i>full peer correction</i> terus nanti yang keempat baru <i>final draft</i>. Memang itu saya tungguin jadi saya minta di kelas. Jadi <i>kan</i> tidak boleh pakai HP. <i>Kalo</i> saya setahunya mereka. Karena <i>free writing</i> jadi <i>kan</i> mereka sudah punya <i>prior knowledge</i> yang lumayan tentang yang mereka tulis. Saya juga pilih topik nggak yang sulit-sulit. Yang mereka tahu aja. Kendalanya ya sebenarnya lebih ke anak-anaknya. <i>Ndelalah</i> itu dua tahun ini tuh saya bukan kebagian	mind mapping, and it turned out they hadn't. [DS] So, because of the impact of GBA, they gained experience in brainstorming and mind mapping, making it easier for them to develop sentences and paragraphs. So, one paragraph can focus on one idea. They can be more structured and focused with this process. So, I think their thinking patterns have developed, becoming more coherent and focused [AG]. For each genre, I target at least four meetings. So, the first meeting is BKOF and Modelling. I don't actually remember those terms. The second meeting is for the first draft, but at the end I ask them to come forward one by one. The third meeting is for full peer correction, and the fourth is for the final draft. I wait for that, so I ask them to do it in class. They are not allowed to use their cell phones [TL]. As far as I know, they have free writing, so they already have some prior knowledge about what they are writing. I also chose topics that weren't too difficult. Just things they already know. The challenge is actually more with the students themselves [SS]. Coincidentally, for the last two years, I haven't been assigned to an “excellent” class. So, they're just average. But they're willing to participate and	was firstly applied in the curriculum. • Before GBA, we would just start writing without much structured guidance or examples. Actually, there were examples, but sometimes I would just give them examples and ask them to write directly like the examples. • After using GBA, I applied BKOF, in which I usually implemented brainstorming, modelling, and joint construction in which gave examples for each sentence. These steps GBA helps me and the students to think sequentially. • Coincidentally, for the last two years, I haven't been assigned to an “excellent” class. So, they're just
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kelas yang <i>excellent</i>. Jadi memang ya biasa-biasa aja. Tapi mereka bisa <i>kalo</i> diajak tuh <i>seneng</i>. Karena karakteristiknya <i>kalo writing kan</i> mungkin <i>ndak</i> terlalu butuh banyak kayak <i>speaking kan</i> harus se-out itu ya. Artinya mereka lebih bisa fokus, tenang gitu <i>kan ngerjakan-nya</i>. <i>Kalo</i> penerapannya <i>piye</i> ya. Anak-anak sih oke-oke aja. Maksudnya melalui tahap-tahap itu ya dari mulai <i>brainstorming</i> itu. Setelah itu saya ajari bikin <i>mind map</i> seperti itu <i>kan</i>. terus ke <i>first draft</i> itu aman. Biasanya ke <i>peer review</i> mereka, karena ya itu tadi teman-temannya <i>kan</i> ya kemampuannya ya segitu. Kadang hasil <i>peer correction</i>-nya itu memang harus <i>bener-bener</i> saya lihat lagi. Itu karena memang kadang yang sudah <i>bener</i> disalahkan. Yang lucu itu. Jadi yang padahal sudah <i>bener</i> malah disalahkan atau yang salah masih belum ketahuan sama <i>temen-nya</i>. Ada yang bingung. Karena memang mereka nggak tahu kalau itu salah gitu. Karena mungkin <i>grammar</i>-nya sama-sama masih belum matang. <i>Emang</i> mentoknya disitu. Mau dipaksa harus bisa <i>benerin gini-gini</i> ya nggak bisa karena memang apa ya <i>knowledge</i> mereka <i>emang</i> baru segitu-gitu. Terus <i>kalo</i> sampai ke <i>final draft</i>-nya ya oke aman. <i>Kalo</i> mereka <i>step-step</i>-nya sudah oke. Bisa mengikuti. Sama kendala lainnya terbatasnya waktu <i>writing</i> yang hanya 2 SKS sebenarnya agak mepet karena <i>emang</i> butuh proses	enjoy it. Because the nature of writing doesn't require as much as speaking, which needs to be more “out there.” That means they can focus better and work calmly. As for the application, the students are fine. I mean, they go through the stages, starting with brainstorming. After that, I teach them how to make a mind map. Then they move on to the first draft, which is fine. Usually, the problems come when they do peer review because, as I said, their abilities are limited [SS]. Sometimes I have to double-check the results of the peer corrections [AS]. That's because sometimes what is correct is marked as incorrect. It's funny. So, what is actually correct is marked as incorrect, or what is incorrect is not noticed by their friends. Some are confused. That's because they don't know that it's wrong. Maybe their grammar is still not very good. That's where they're stuck. You can't force them to correct these things because their knowledge is limited. But when it comes to the final draft, it's fine. If they've followed the steps correctly, they can keep up. Another challenge is the limited writing time, which is only 2 credits, because it's a process that needs to be done slowly [LH]. To deal with it, sometimes I take their	average. But, fortunately they're willing to participate and enjoy it. • At first, when I asked students in my current class about brainstorming and mind mapping, I was shocked that they had never done them before. • While students are generally able to write first drafts with support, the peer review stage remains challenging. • Many students are unsure how to identify grammatical or structural issues during peer correction. • It's funny because some students mark correct structures as incorrect and vice versa, and some of them are confused. This
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yang pelan-pelan. Kadang buku tugas mereka saya bawa pulang untuk saya koreksi di rumah. Meski begitu karena repot yang lain <i>tetep</i> nggak <i>sempet ngoreksi</i>. <i>Gitu</i> jeleknya saya disitu karena <i>ndak sempet</i> mengembalikan. Efeknya di <i>last product</i> belum bisa <i>ngasih feedback</i> yang <i>bener-bener</i> bisa mereka pahami. Selain itu yang masih jadi pertanyaan saya itu <i>gimana</i> sih kemampuan mereka itu meningkatnya bisa merata. <i>Sebenarnya</i> mereka <i>udah</i> paham sih. Jadi <i>emang</i> kurang merata aja tapi dikembalikan ke kemampuan dan pemahaman mereka. Tapi dengan <i>GBA</i> ini justru terbantu sih karena lebih terstruktur ya. Jadi positif sih. Saya menyampaikannya lebih terstruktur. Anak-anak juga terbantu, nggak bingung karena <i>step</i>-nya juga lebih jelas. Saya rasa sangat berdampak karena lebih terstruktur dan terfokus aja sih menurut saya. Kadang kita <i>kan</i> bingung ya <i>ngajari writing</i> itu. Dibilang gampang <i>yo</i> susah, dibilang susah ya agak gampang <i>gitu</i> lo. Karena memang semuanya harus apa ya, runtut <i>gitu kan</i>. Nah, <i>GBA</i> ini membantu saya dan juga mahasiswa <i>sebenarnya</i> untuk berpikir runtut <i>gitu</i>. <i>Kalo</i> dulu <i>kan</i> mungkin, “<i>Ayok langsung bikin</i>” <i>gitu kan</i>. <i>Kalo</i> sebelum <i>GBA</i> itu <i>kan</i> langsung, tidak ada itu lo, <i>BKOF</i>, kemudian tidak ada pencontohan. <i>Sebenarnya</i> ada, cuma kadang saya langsung ini lo contohnya, <i>jebret gitu kan</i>. Nah, tapi setelah pakai tahun ini yang saya	assignment books home to correct them [MT]. However, because I am busy with other things, I end up with not having time to correct them [BS]. As a result, I can't give them feedback that they can really understand in the final product. That's the downside because I didn't have time to return them. Another question I still have is how their abilities can improve evenly. They actually already understand. It's just that their abilities and understanding are uneven, but that goes back to their individual abilities and understanding. However, <i>GBA</i> has actually helped because it is more structured [B]. So, it's positive [P]. I can convey things in a more structured way [B]. The students are also helped because the steps are clearer [P]. I think it has a significant impact because it is more structured and focused, in my opinion [B]. Sometimes we are confused about how to teach writing. It is said to be easy, but it is difficult, and when it is said to be difficult, it is actually quite easy. This is because everything must be done in a logical sequence. <i>GBA</i> helps me and the students to think sequentially [B]. In the past, we might have said, “Let's just start writing.” Before <i>GBA</i>, we would just start writing without any	happens often due to their own limited proficiency. • I've encouraged students to give more detailed feedback, such as commenting on why the title is good, but many still struggle to articulate and describe such comment. • I find it necessary to double-check the peer corrections. • Another challenge is that students often forget to implement the generic structures of the text. Mostly they forget to write thesis statement and to restate it in the conclusion. Many also don't match the mind map. • To overcome this, I try to remind them over and
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menerapkan <i>brainstorming</i> kemudian <i>joint of construction</i>-nya, itu <i>bener-bener</i> saya contohkan per kalimat itu. Jadi, “<i>Ayok kita bikin topik ini ya</i>”. Ketika sudah dijelaskan, kasih <i>explanation</i>, kemudian saya tulis, “<i>Ini topik ini. Yok coba kita kembangkan bareng-bareng,</i>” gitu. Ada satu masa awal-awal itu saya yang <i>nulis</i>, tapi saya minta ide dari anak-anak gitu kan. “<i>Ayo, Mbak. Ini kalimat berikutnya apa untuk mengisi,</i>” misalnya <i>general statement</i>-nya terus saya contohi satu-satu. <i>Nulis</i>-nya satu-satu gitu per kalimat. <i>Kalo dulu ndak. Kan jebret gitu kan kalo dulu,</i> “<i>Ini teksnya kayak gini</i>”. Nah <i>kalo</i> yang tahun ini nih saya lebih <i>aware</i> juga karena memang mereka harus dikasih contoh gitu satu-satu. Karena melihat hasilnya ketika skripsi juga banyak yang walaupun sudah semester atas <i>kan</i> writingnya masih agak “<i>ini</i>” ya. Nah itu. Makanya dari semester awal itu saya kasih contoh satu-satu ini lo, nanti ada <i>subject</i>, ada <i>verb</i>-nya, terus ada ininya gitu. Bedanya itu aja sih, Mas. Jadi lebih terstruktur aja. Ada <i>brainstorming</i> tadi kemudian saya kasih video. Saya <i>bener-bener</i> pilihkan video yang cocok gitu. <i>Kalo</i> memang <i>procedure</i> ya saya tampilkan tips-tips itu video singkatnya. Kemudian <i>kalo</i> yang <i>explanation</i> itu kemarin saya ambil tornado, terus ambil <i>natural phenomena</i>-lah, ya ada proses terbentuknya <i>rainbow</i> gitu. Dan mereka lebih <i>seneng</i>, sudah	guidance or examples. Actually, there were examples, but sometimes I would just give them examples like this. But after using GBA, I applied brainstorming and joint construction, and I gave examples for each sentence. So, I would say, “Let's write about this topic.” I give an explanation, then I write, “This is the topic. Let's develop it together,” like that. In the beginning, I was the one who wrote, but I asked the children for ideas. “Come on, what's the next sentence to fill in?” For example, I would give them a general statement and then I would give them examples one by one. I write it one sentence at a time like that. I didn't do that before. Before, it was just like, “Here's the text like this.” But this year, I'm more aware because they need examples one by one. Because when I saw the results in their theses, even though they were in their final semester, their writing was still messy. That's why from the beginning of the semester, I give them examples one by one, like this: there's a <i>subject</i>, there's a <i>verb</i>, then there's the <i>rest</i>. That's the only difference. It's just more structured. There's <i>brainstorming</i> first, then I show them videos. I really choose videos that are suitable. If it's about <i>procedures</i>, I show	over again. Mostly, I tell them at the end of their first draft. So, before they do their peer correction and before the final draft, they already know and they improve on that. • The next challenge is that the joint construction often ends up being centered on me. • It's a bit frustrating because while I attempt to invite student to come forward generating sentences collectively, it takes too much time. • To keep the class moving, I typically write on the board and elicit suggestions, guiding students as we build the text together.
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lebih, “<i>Oh iya. Nanti kayaknya kalo sesuai video kan ini ya ada step-step-nya. Ada first, second</i>”. Itu ketika diterapkan di teks itu kayaknya mereka lebih terstruktur <i>kalo</i> pakai <i>GBA</i>. Ketika saya kasih video, mereka itu lebih bisa, “<i>Oh ini to. Kita mau ini,</i>”. Karena memang ada beberapa kali video saya tayangkan tuh mereka baru tahu gitu, “<i>Oh ini to cara bikin cheese,</i>”. Bahkan <i>sampek</i> kemarin katak itu mereka juga baru tahu, “<i>Oalah kecebong itu tidepool,</i>” dan <i>macem-macem</i> itu. Jadi video itu saya rasa efektif untuk <i>brainstorming</i>-nya mereka. Mereka <i>bener-bener</i> semangat ketika melihat fenomena alam dan prosesnya dilihat dari ekspresi dan komennya sesuatu yang sebenarnya sudah dipelajari di pelajaran IPA. Itu membuat saya merasa bahwa video itu bisa meningkatkan <i>curiosity</i> mereka. Kemudian yang <i>joint of construction</i>-nya itu masih berpusat di saya sih sebenarnya kelemahannya ya. Tapi <i>kalo</i> nggak saya yang ini, mereka juga akan sangat lama sekali. Jadi misalnya ya nanti, “<i>Ayok kita buat ini. Coba kalimat satu,</i>” urut <i>gitu</i> ya, urut tempat duduk misalnya, itu tuh saya pernah mencoba tapi <i>gemes</i> saya. Akhirnya nggak <i>ndang-ndang gitu kan</i>, karena mereka masih mikir. Akhirnya saya yang pegang spidol tapi <i>tetep</i> minta ide dari mereka, “<i>Ayok gimana ini lanjutnya,</i>”. Jadi masih <i>joint of construction</i>-nya masih di saya. Masih saya yang	them short videos with tips. Then, for the explanation, yesterday I chose tornadoes, then natural phenomena, such as the formation of a rainbow. They were more excited and said, “Oh, yes. So, if it's according to the video, there will be steps. First, second...” When they applied it to the text, they seemed more structured when using <i>GBA</i>. When I showed them the video, they were saying, “Oh, this is it. This is what we should do.” Because there were a few times when I showed the video, and they only realized then, “Oh, this is how you make cheese.” Even yesterday, they only found out that a tadpole is a “tidepool,” and there were other things like that. So, I think the video is effective for their brainstorming. They are really enthusiastic when they see natural phenomena and processes from their expressions and comments about things they have actually learned in science class. That makes me feel that videos can increase their curiosity. Then, the joint construction is still centered on me, which is actually a weakness [SS]. But if I don't do this, they will take a very long time [SS]. So, for example, I asked them to come forward in order of where they were sitting “Let's make this. <i>Come on. The</i>	• My next challenge is that the writing class is allotted only two credit hours per week, which is insufficient for a fully scaffolded process. • Because of that, I cannot give detailed feedbacks one by one. • To deal with it, after finishing the first draft, I check their work one by one brief and look for general mistakes. I note the mistakes, then, I provide general class-wide feedback before students begin their final drafts. • Sometimes, I also take their assignment books home to correct them. However, because I am busy with other things, I often don't have time to do so. Consequently, I can't provide feedback that they
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pegang kendali. <i>Kan</i> lebih baik <i>kalo</i> sebenarnya mahasiswa yang bisa maju satu-satu saling bersambung <i>gitu lo</i>, Mas. Jadi ketika di kelas <i>kan</i> bisa bareng-bareng mikir. Terus <i>first draft</i>-nya kemarin sih di kelas saya pokoknya tidak boleh pegang <i>HP gitu</i> ya. Jadi memang boleh tanya ke saya kalo nggak tahu, misalnya Bahasa Inggrisnya apa, itu pasti saya jawab. Terus tanya ke temannya boleh, diskusi boleh. Terus <i>peer tetep</i> sama masalahnya <i>kalo peer correction</i> itu kembali ke <i>basic knowledge</i> mereka tentang <i>writing</i> karena memang ada yang bisa <i>ngasih</i> masukan, ada yang bisa detail, ada yang kurang bisa detail itu <i>kan</i>. Nah, mereka hanya sekadarnya <i>gitu lo</i>. Padahal saya minta <i>comment</i> itu <i>maksude</i> saya “Ini lo kurang apa,” <i>gitu</i>. Mereka kurang bisa mendeskripsikan <i>comment</i> untuk temannya <i>gitu lo</i>. Padahal maksud saya bukan <i>gini</i>. Tapi maksudnya, “Oh ini lo <i>title</i>-nya itu sudah bagus karena apa,” <i>gitu</i>. “<i>General statement</i>-nya itu bagus karena apa,” itu mereka belum bisa mendeskripsikan. Itu sih kalo yang <i>peer correction</i>-nya. Tapi lumayan dengan adanya <i>peer correction</i> itu mereka paling nggak tahu <i>basic</i> kesalahan mereka yang akan di-<i>improve</i> di <i>final draft</i> nanti. Nah, <i>kalo final draft</i> ini kadang saya suruh di rumah karena <i>kan</i> sudah <i>dapet peer</i> ini ya, kadang di kelas, tapi saya rasa nggak akan beda jauh dari <i>first draft</i>-nya. <i>Kan first</i>	<i>first sentence</i>.” I tried that once, but I got frustrated because they were still thinking and it took a very long time [SS]. Finally, I took the marker but still asked for their ideas,” <i>Come on, how do we continue?</i>”. So, the joint construction was still with me. I was still in control [AS]. It would be better if the students could come forward one by one and connect with each other like that. That way, when we're in class, we can think together. Then, for the first draft yesterday in my class, they weren't allowed to use their cell phones. They could ask me if they didn't know something, like the English word for something, and I would answer. They could also ask their friends and discuss it [AS]. Then, the peer correction still has the same problem, which is that it goes back to their basic knowledge of writing because some can give input, some can be detailed, and some are not very detailed [SS]. They just do it casually. But I asked for comments, meaning “What is missing here?” They are not good at describing their comments to their friends. That's not what I meant. But what I mean is, “Oh, your title is good because...” They can't describe it. That's the peer correction. But it's good that with peer correction, they at least	can truly understand. Sometimes, I hope that I could split or clone myself because of that. • Another way is by letting them to do the final draft at home because it will not much be different from the first draft. • The overall impact of GBA on my teaching has been positive. • It has allowed me to teach writing logically and sequentially. • Now, with GBA, I can guide students through the stages of writing, ensuring that they develop ideas, organize their thoughts, and produce structured texts with better clarity.
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<i>draft</i>-nya pasti di kelas mereka tidak pegang <i>HP</i>. Tapi kalo <i>final draft</i> itu aman nggak ada kendala karena memang hanya merevisi dari hasil <i>peer review</i> ditambah kalo saya panggil ke depan itu. Yang dari saya <i>feedback</i> ini yang belum selesai semuanya. Itu aja sih kelemahan saya <i>gitu</i> ya karena memang belum semua ini tugasnya itu bisa saya koreksi <i>gitu</i>. Sebenarnya ini, <i>kalo</i> upaya itu <i>tetep</i> saya jelaskan, Mas, di akhir-akhir, tapi ya hanya sekilas sih sebenarnya tentang bagaimana ini susunan <i>sentence</i>-nya itu lo, bagaimana membuat <i>sentence</i>. Itu sebenarnya sudah saya berikan ketika mereka habis maju <i>first draft</i>. Ketika mereka habis maju <i>gitu</i> terus ada coret-coretan dari saya nanti saya sampaikan secara <i>general gitu</i> ya di depan mereka sebelum kuliah diakhiri, misalnya kayak gini penulisan <i>punctuation</i> seperti ini. Saya sampaikan di akhir ketika mereka <i>nulis first draft</i>. Itu saya lihat dulu secara <i>general</i> kemudian saya sampaikan secara <i>general</i> “<i>Oh ini nanti kalo nulis ini punctuation-nya, penomorannya harus dibetulkan,</i>”. Terus yang paling banyak itu adalah, yang sering saya ingatkan itu di <i>general statement</i>. Mereka waktu <i>explanation text</i> itu masih banyak sekali yang belum membuat <i>thesis statement</i> di paragraf satu dan itu saya sampaikan karena hampir berapa persen ya hampir lima puluh persen itu tidak menyertakan <i>thesis statement</i> di paragraf satu	know the basic mistakes they need to improve in the final draft. Now, for the final draft, I sometimes ask them to do it at home because they've already received their peer reviews, sometimes in class, but I don't think it will be much different from the first draft [MT]. The first draft is definitely done in class because they don't have their phones. But the final draft is safe because it's just a revision of the peer review results, plus if I call them up to the front. The feedback I gave them is not all finished yet. That's my weakness because I haven't been able to correct all of their assignments yet. Actually, I do explain this at the end, but only briefly about how to structure sentences and how to write sentences [MT]. I actually gave them this when they finished their first drafts. When they finish, I make notes and then I convey them in a general way in front of them before the class ends, for example, punctuation should be written like this [MT]. I convey this at the end when they write their first draft. I look at it first in general and then I convey it in a general way, “Oh, when you write this, the punctuation and numbering must be corrected.” Then the most common thing is what I often remind them about in the	• Most students now understand the writing process through the GBA stages. They've become familiar with brainstorming, mind mapping, joint construction, drafting, and revising. • Students benefit from the stages that helps them develop clearer, more organized texts. • I feel that the use of visual materials, such as videos and pictures, has been especially effective in sparking interest and providing input for writing. Therefore, I also want to keep using them in the brainstorming. • For the future, I want to make joint construction process become student-
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padahal itu pengantar ya. Jadi misalnya ini <i>rainbow</i>. <i>Step</i>-nya itu ada ini ini ini, ada tiga. Itu <i>kan</i> harus ada satu kalimat <i>kalo</i> saya menamakannya <i>thesis statement</i> itu di akhir dari paragraf satu. Terus saya selalu ingatkan kalo nggak sesuai dengan <i>mind-map</i>-nya. <i>Lha</i>, ini <i>bolak-balik</i> saya ingatkan karena masalah umumnya mereka itu lupa dan ketika di-<i>conclusion</i> mereka juga lupa me-<i>restate</i> apa yang ada di <i>thesis statement</i> ya. Nah, itu memang jadi masalah <i>general</i> kalo di saya dan itu saya sampaikan di akhir mereka <i>first draft</i>. Jadi sebelum mereka nanti <i>peer correction</i> juga sebelum <i>final draft</i> itu mereka sudah tahu kalau memang harus ada <i>thesis statement</i> dan itu mereka <i>improve</i> betul disitu ya. Itu masalah utama mereka seringnya lupa <i>thesis statement</i>. Di <i>conclusion</i> mereka lupa untuk me-<i>restate thesis</i>-nya. Itu aja sih <i>kalo sebenarnya</i> di <i>grammar</i> ya, Mas, kayaknya. saya hanya <i>nyenggol dikit-dikit</i> itu untuk effort untuk meningkatkannya dan itu secara <i>general</i>. Belum bisa per individual. <i>Kalo</i> individual ya memang sebenarnya dari hasil koreksi saya itu sih. <i>Kalo tenses</i> kurang terlalu menonjol untuk diajar karena sama semuanya pakai <i>simple present</i>. Kalau soal yang <i>memorable</i> itu anak-anak yang kurang aktif. Anak-anak itu nggak tahu anak empat itu yang paling <i>memorable</i> membuat saya <i>gemes</i>. Karena kondisi kelasnya	general statement [SS]. When they write explanation texts, many of them still do not include a thesis statement in the first paragraph, and I mention this because almost fifty percent of them do not include a thesis statement in the first paragraph, even though it is the introduction [SS]. For example, this is a rainbow. There are three steps. There must be one sentence, which I call the thesis statement, at the end of the first paragraph. Then I always remind them if it doesn't match the mind map. I remind them over and over again because they often forget, and when they write the conclusion, they also forget to restate the thesis statemen [AS]t. That is a general problem for me, and I tell them at the end of their first draft. So, before they do their peer correction and before the final draft, they already know that there must be a thesis statement and they improve on that. That's the main problem, they often forget the thesis statement. In the conclusion, they forget to restate the thesis. That's all. Actually, in terms of grammar, I just nudge them a little bit to improve and that's in general. I can't do it individually yet. Individually, it's actually based on my corrections [MT]. Tenses aren't too noticeable to teach because all of genres	centered. If it is needed to be done in one meeting, then I will do it and make each genre has 5 meetings. • I will spend out more time to provide proper feedbacks to each student because that is their right. • I will make the process of modelling texts more detailed as well. Because last time I just showed it at a glance. • I definitely maintain peer correction as well, although it's imperfect, but it at least raises awareness of common errors and initiates reflection. But I will push them to give more detailed comments because they are still below my expectations.
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<i>njomplang</i> antara empat anak laki-laki dengan teman yang lain. Mereka itu jarang masuk, kadang izin. Susah itu nggak tahu dan tidak hanya di kelas saya. Itu sih <i>sebenarnya</i> yang di luar <i>genre-based</i>. Paling saya menemukan anak-anak itu juga kreativitasnya luar biasa sih <i>sebenarnya</i>. Dulu itu pernah saya <i>nulis</i> apa terus mereka <i>nulis</i> apa. Jadi melebihi ekspektasi saya. Memang ada beberapa tapi nggak selalu. Beberapa ada yang bisa mengangkat topik yang sangat menarik. Ternyata ide itu memang kita nggak bisa melihat dari <i>cover</i>-nya tapi ternyata mereka bisa <i>gitu</i> lo melampaui ekspektasi saya untuk menggali ide atau membuat judul. Jeleknya saya itu belum bisa <i>ngasih feedback</i> ke semuanya jadi <i>sesempetnya</i>. Padahal harusnya <i>emang</i> saya tahu <i>kalo</i> aslinya tuh memang mereka tahu dapat <i>feedback</i> dari dosen. Sama ini sih mungkin masalah waktu. Jadi ada pressure ketika <i>ngerjain</i> pas tugas sama UAS kadang kok <i>njegleg gitu</i>, Mas. Tapi nggak banyak selisihnya. Tapi emang lebih <i>enjoy</i> mengerjakan di kelas karena bisa tanya, bisa diskusi. Nah, ketika ujian <i>kan</i> mereka nggak bisa tanya. Nah, ke depan, menurut saya kalau <i>brainstorming</i>-nya sudah efektif dengan video dan gambar-gambar itu akan saya pertahankan. Mungkin <i>modelling</i> itu ya mungkin kedepannya saling bisa membaca satu-satu itu ya karena kemarin hanya saya tampilkan sekilas.	this semester use the simple present tense. When it comes to memorable things, it's the students who aren't very active. I don't know what's wrong with them four. They are most memorable and frustrating. It's because the class is uneven, with the four students and the others. They rarely come to class, sometimes they ask for permission. It's difficult because I don't know, and it's not just in my class. That's actually outside the genre-based class. Actually, I find that those children are also very creative. Once, I wrote something and then they wrote something. It exceeded my expectations. There are some, but not always. Some of them can raise very interesting topics. It turns out that we can't judge a book by its cover, but they can exceed my expectations in exploring ideas or coming up with titles. The bad thing is that I haven't been able to give feedback to everyone [BS]. Actually, I have known that they should get proper feedback from the lecturer. For my students, there is pressure when working on assignments and final exams, sometimes they feel rushed. But there isn't much difference. They do enjoy working in class more because they can ask questions and discuss things. During exams, they can't ask questions. In the	• I will still also allow them to discuss with friends and ask me if they do not know some words. I will gladly help them. • I will also maintain the practice of having them come to me one by one to check their first draft because it is effective for analyzing their mistakes and providing general feedback to all.
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Untuk <i>JOCT</i> masih berpusat ke saya itu pun kalau anak-anaknya aktif. Ke depan saya kembalikan ke mahasiswa karena kemarin belum bisa. Misalnya itu butuh satu pertemuan ya nanti saya buat pertemuannya jadi 5 <i>meeting</i> satu <i>genre</i>. Kalau <i>first draft</i> nggak ada masalah. Mereka bisa dibantu dengan diskusi dan tanya ke saya itu akan saya pertahankan. Mau saya suruh bawa kamus tapi agak ribet. Mereka maju ke depan itu juga akan saya pertahankan karena itu efektif juga untuk memberi masukan secara <i>general</i>. Kalau <i>peer</i> saya akan lebih mem-<i>push</i> mereka untuk <i>ngasih comment</i> yang lebih detail karena masih di bawah ekspektasi saya. Untuk <i>final</i> aman juga. Untuk <i>feedback</i> dari saya PR bagi saya sendiri untuk bisa menyempatkan waktu lebih memberikan <i>feedback</i> ke mahasiswa. Karena memang baru dua <i>genre</i> itu yang masih bisa saya baca. Jadi untuk yang <i>causal</i> itu yang masih belum bisa. Kalau bisa membelah diri saya ingin membelah diri, Mas. <i>Hehe</i>.	future, I think the brainstorming is effective with videos and images, so I will keep it [KG]. Maybe the Modelling could be improved so that everyone can read thoroughly because last time I only showed it briefly [MDS]. For <i>JOCT</i>, it's still focused on me, even if the students are active [MDS]. In the future, I will return it to the students because they couldn't do it yesterday. For example, if it requires one meeting, I will make it five meetings for one genre. The <i>first draft</i> is not a problem. They can be helped with discussions and questions to me, which I will maintain [KG]. I want to ask them to bring a dictionary, but it's a bit complicated. I will also maintain the practice of having them come to the front because it is effective for giving <i>general</i> feedback [KG]. For <i>peer</i> feedback, I will push them to give more detailed comments because they are still below my expectations [MDS]. The <i>final</i> drafts are fine. For myself, my homework is to make more time to give feedback to students [MTS]. Because I can only read those two genres. So, I can't do the causal ones yet. Sometimes, I hope that I could split or clone myself because of that.	
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Appendix 4. Thesis Consultation List



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Program Studi : Tadris Bahasa Inggris
Judul : Reflections on Genre-based Approach in Writing Class:
A Narrative Study in Islamic Higher Education

No.	Tanggal Konsultasi	Catatan Dosen Pembimbing	Tanda Tangan
1.	11 September 2024	Revisi Bab I dan melanjutkan BAB II	
2.	25 September 2024	ACC BAB I dan revisi BAB II	
3.	10 Oktober 2024	ACC BAB II dan revisi BAB III	
4.	4 Desember 2024	ACC BAB III dan revisi BAB IV	
5.	15 April 2025	ACC BAB IV dan revisi BAB V	
6.	5 Mei 2025	ACC BAB V dan revisi BAB VI	
7.	26 Mei 2025	ACC BAB VI	
8.	5 Juni 2025	ACC BAB I, II, III, IV, V, dan VI	

Kediri, 5 Juni 2025
Dosen Pembimbing I

Dr. Toyvibah, S.S., M.Pd.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KEDIRI**

*Jalan Sunan Ampel No. 07 Ngonggo Kota Kediri Jawa Timur 64127
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**DAFTAR KONSULTASI PENYELESAIAN TESIS
PROGAM PASCASARJANA IAIN KEDIRI**

Nama Mahasiswa : Muhammad Firnas Hibatulloh
 Nomor Induk Mahasiswa : 23506009
 Program Studi : Tadris Bahasa Inggris
 Judul : Reflections on Genre-based Approach in Writing Class:
 A Narrative Study in Islamic Higher Education

No.	Tanggal Konsultasi	Catatan Dosen Pembimbing	Tanda Tangan
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2.	18 September 2024	ACC BAB I dan revisi BAB II	
3.	20 Oktober 2024	ACC BAB II dan revisi BAB III	
4.	5 Desember 2024	ACC BAB III dan revisi BAB IV	
5.	22 April 2025	ACC BAB IV dan revisi BAB V	
6.	6 Mei 2025	ACC BAB V dan revisi BAB VI	
7.	27 Mei 2025	ACC BAB VI	
8.	5 Juni 2025	ACC BAB I, II, III, IV, V, dan VI	

Kediri, 5 Juni 2025
Dosen Pembimbing II

Nur Afifi, M.App.Ling., Ph.D.
NIP. 197707132003122003

Appendix 5. Turnitin Check

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REFLECTIONS ON GENRE-BASED APPROACH IN WRITING ...

 CEK PLAGIASI III
 PASCASARJANA IAIN KEDIRI
 IAIN Kediri

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Appendix 6. Curriculum Vitae

Full Name	: Muhammad Firnas Hibatulloh	
NIM	: 23506009	
Place, Date of Birth	: Madiun, December 6 th 2000	
Sex	: Male	
Religion	: Islam	
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Faculty	: School of Graduate Program	
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Phone Number	: 085 707 469 921	
E-mail	: firnasmuhammad99612@gmail.com	
Education	: 1. 2006 – 2013: MI Plus Al-Asy'ari Pojok 2. 2013 – 2016: MTsN 6 Kab. Kediri 3. 2016 – 2019: MAN 1 Kota Kediri 4. 2019 – 2023: IAIN Kediri	
Organization	: 1. 2014–2015: Chief of OSIS MTsN 6 Kab. Kediri 2. 2017–2018: Chief of OSIS MAN 1 Kota Kediri 3. 2022-2023: Editor in Chief Lembaga Pers Mahasiswa (LPM) Dedikasi IAIN Kediri 4. 2022-2023: Coordinator of Advocacy Division of Perhimpunan Pers Mahasiswa Indonesia (PPMI) DK Kediri	
Achievements	: 1. 2023: Best Graduate and Best Thesis Writer of English Language Education Study Program in 2023 Graduation 2. 2024: 3rd winner in Research Paper Writing Competition, Faculty of Education, Universitas International Islam Indonesia	