



The Implementation And Reflection Of Genre-Based Writing In Online Learning To Enhance Writing Achievement

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Abstract

This study aimed to investigate the implementation and reflection of a genre-based writing approach in synchronous online learning to enhance the writing achievement of EFL students. It involved the lecturer and students in the third semester of the three-year diploma in English, which employed a mixed-method research design. The inter-rater evaluation was used in scoring the students' pre-test and post-test. All the paired t-test results revealed a significant difference in writing achievement before and after the intervention, with the average mean value of the pre-test ($M= 70.5$) and post-test (79.75). On the other hand, the qualitative data analysis from the students' diaries and reflective journals revealed that connection-related issues were the major hindrance to having GBW in an online environment. However, the students claimed that online learning offered flexibility, which did not decrease the effectiveness and essence of the lesson itself. In the reflection, the lecturer justified the flexibility of online learning, yet he tended to choose the offline mode for teaching writing in consideration of academic integrity. In summary, implementing genre-based writing in synchronous online learning for university students showed much potential for enhancing students' writing achievement. Through the benefits of remote learning, the adaptation to the unique needs of learners, and the integrity of academics, teachers and educators can effectively conduct educational or academic activities. The implications of this study go beyond the boundaries. It influences the current discourse about the role of technology in education and its future.

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INTRODUCTION

In learning a language, four compulsory skills need to be covered: listening, speaking, reading, and writing. Of the four skills of learning a foreign language, EFL students consider writing a challenging and complex skill as it needs elaboration of learners' thinking, ideas, and opinions, which should be well-composed in sentences. There have been many different approaches to teaching and learning to help EFL learners compose well-structured sentences in their writing. One of them is the Genre Based Approach (GBA). It is a systematic instructional learning medium for writing that can help learners create meaningful ideas in their composition (Byram & Feng, 2004). Additionally, it is an approach that can train learners' skills in creating texts based on social functions. Kim and Kim (2005), Rappen (2002), Irawansyah (2016), and Dirgeyasa (2016) agreed that GBA helps students enhance their ability to write compositions in many genres.

Kim (2007), citing Swales (1990), defined genre as a class of communicative events with communicative purposes. It is the way language users interact socially and exchange information and knowledge. Additionally, genre is connected to how speakers or writers engage in stages, goal-oriented and purposeful activities through the choice and the use of language (Velasco & Council, 2018). The illustration of the above explanation is the recount genre. This type of genre aims to record personal experiences and events. The structural organization of this genre includes orientation, sequence phases staged, and goal-oriented processes (Martin & Rose, 2007).

The genre-based approach (GBA) derived its theory from systemic functional linguistics (SFL), which was developed by Halliday (1974, 1994). Based on this theory, language is considered a social semiotic based on two basic principles: language as functional and language as meaning-making. In addition, in SFL, language structure is viewed as a set of semantic systems; in other words, it is a tool for meaning-making (Halliday & Matthiessen, 2013). Meaning is achieved through language users'

choice, represented within the text. Therefore, the text represents the language system and its culture. Thus, the choice of words of the language users and grammar in a language system create meaning for the text. However, the choice is determined by context situation and cultural context. It means that people are bound by different cultural contexts that can limit their word choice.

GBA is related to many other approaches used previously in the EFL teaching and learning process. It uses the concept of a communicative approach. Hyland (2004) states that GBA employs a communicative approach in which students are guided to achieve the goal of language learning effectively and systematically by connecting the language and its context. That concept has become the basis of GBA in which the use of language is adjusted to the goal of the communication. In writing skills specifically, language learners must figure out the steps of writing many types of texts. Their understanding of the steps will assist them in achieving communication goals through language, and GBA focuses on the whole text as a unit to negotiate meaning.

The concept of GBA from Callaghan and Rothery (1988) in Emilia (2016) consists of three stages: modeling, joint construction, and independent construction. It was then developed into four cycles: building field knowledge, modeling, joint construction, and independent construction Rothery (1996) in Emilia (2016). Another model is by Martin (2010) in Christie and Maton (2011), which is almost similar to the concept developed by Rothery (1996). It consists of three cycles: deconstruction, joint construction, and independent construction. The three cycles by Martin (2010) and Christie and Maton (2011) have the same general purposes. However, Assidqi (2015) stated that the four-stage model is better applied in teaching Indonesian EFL students. This aligns with Emilia (2016), who claims that the SFL GBA model, employed in Indonesia, has four stages. Each stage has an essential role in teaching writing to Indonesian EFL students.

The first step, building knowledge of the field (BKOF), helps students construct basic knowledge of the discussed topic. The next step, modeling, provides the model of text. It is pivotal since it will reference the students in writing or producing their text. It also helps students understand the clear concept of the specific text they will write. The third step, called joint construction, allows the students to apply their knowledge and understanding in writing a text previously taught. The last step of GBA to teach writing is independent construction. In this stage, the students write a particular text individually. This is the core of genre-based writing because, in this approach, teaching and learning focus on understanding many types of genres. Besides, language learners are also required to be able to produce them. The four-stage model of GBW has been improved by some experts, such as Hyland (2004). According to Hyland (2004), writing starts with the goal of communication. It is then continued to the stages of the text that can express the purpose.

Due to the significance of this approach in enhancing EFL students' writing skills, it became a compulsory course for students of the English Department of Vocation Faculty of Airlangga University. The advanced course must be taken if they passed paragraph-based writing the previous semester. The course aims to give an overview and introduce the student to many genres based on social functions. It also trains the students to produce their writing compositions in some genres.

However, the genre-based writing course students took differed from the previous semesters. They had to attend the class entirely online due to the pandemic situation. We all know that all aspects of the world have significantly changed due to the occurrence of COVID-19. One of them is the educational aspect. The traditional classroom setting was considered to be risky. Therefore, some schools and institutions decided to conduct educational activities virtually.

Various kinds of applications and platforms are used to create a stable learning ambiance. Wahyuni et. al. (2020) stated that

technology had broadly supported educational activities and had been proven to contribute to enhancing language instruction. Computer-based multimedia models are widely used. Many institutions used this model to continue educational activities during the pandemic when physical meetings were limited.

In online learning, the teacher, as the instructor, usually applies different strategies to convey the right amount of input. As the participants, the students should try to gain as much information as possible to understand a particular daily lesson. (More, 2007) cited in Amity (2020). There are three ways of online learning: asynchronous, synchronous, and hybrid online learning.

Asynchronous online learning is an unsynchronized method of learning, granted that the attendance of the teacher and the students can be distinct (Amity, 2020). In asynchronous environments, teachers provide students with readily available material for students. The material can be audio/video of lectures, handouts, articles, and PowerPoint presentations (Parveen, 2016). In this online learning model, teachers must be more creative in providing the material for students. The material is expected to be interesting, understandable, and easy to access so that students can get as much information as possible. This aligns with Raymond et. al. (2016), who states that teachers may deliver the lesson through videotape, YouTube, digital video, DVD, or Podcast, while students can respond through communication modes like email.

The synchronous is the opposite of the asynchronous in terms of the attendance of students and teachers. It should be simultaneous. Teachers and students should meet online on any convenient platform they decide to use. They then cooperate just as they do in a classroom. According to Amity (2020), a synchronous learning environment is where the teacher and students meet on a specific online platform to discuss the lesson. Skylar (2009) adds the advantage of synchronous online learning. It is a real-time sharing of knowledge and understanding and immediate access to the instructor to ask questions and receive answers.

In line with this idea, Tabatabaei and Sharifi (2011) stated that discussion forums and online chat rooms have a more significant potential to enhance language teaching and learning because they provide synchronous, real-time interaction among participants. Participants must quickly process what they read on the screen and respond instantly. There are many options for synchronous online learning, explicitly videoconferencing, such as Zoom, Google Meet, Big Blue Button, Jitsi, and many more. In doing so, teachers or instructors might consider having a learner-centered class. The last model of online learning is synchronous hybrid learning. Hybrid learning refers to the combination of synchronous and asynchronous learning (Amiti, 2020). This learning mode is most commonly applied in the current teaching-learning process.

Many scholars have conducted studies on the implementation of GBW for teaching writing. Tuan (2011) found that through GBA, the critical features of the genre could be controlled, and it had a good impact on the participation of students in class activity. Sabouri et. al. (2014) highlighted that GBA is a balanced curriculum as it offers EFL students a complete writing process, and at the same time, they understand the social function of some genres. Other scholars such as Kim and Kim (2005), Rappen (2002), Irawansyah (2016), and Dirgayesa (2016) have the same thoughts about GBA. They stated that GBA helps students enhance their ability to write compositions in many genres.

There are also some studies on implementing GBW to teach writing in an online mode of learning. Hutabarat and Gunawan (2021) investigated the implementation of GBA to scaffold students' writing in online learning mode. In line with the other scholars, they found that GBA effectively supported students' writing skills and language proficiency. However, it revealed that GBA was less effective if implemented in online learning mode due to the absence of direct interaction between the teachers and students. Direct interaction in the teaching-learning process is pivotal to increasing the students' feeling about presence and interaction, as stated by Eom and Ashill (2016).

Reflection is one of the essential things in a learning process, and it was studied by John Dewey in 1933. He equated reflection with purposeful thinking. It is a metacognitive process that can explore and measure teachers' and students' experiences and knowledge (Hsieh et al., 2011). Moon (2004) defines reflection as reorganizing ability and emotional orientation to achieve further insight. Yang (2010) and Liu (2019) interpreted reflection as a mental process of an individual's internal problem-solving activity. The idea is strengthened by Hoffman (2014), who stated that it is a cognitive process in which thoughts are turned back to experience so that they can be investigated and interpreted to obtain a better understanding. It is a self-consideration process.

A reflective practice should be conducted carefully to gain further insight and values after a learning process. Bolton (2010) stated that reflective practice benefits students and teachers by helping them learn and find more deals from their experiences. Through this practice, they can learn about their learning process and perception of it. Experience has a solid relationship and plays a vital role in this process. The theory of the reflective process by Boud et. al. (1985) outlined three phases of the thoughtful approach. First is returning to the experience, then connecting it with feelings, and the last is evaluating the experience. In this phase, the students and teachers can re-examine the experience using original intent and combine it with existing knowledge. Therefore, new knowledge or insight is expected to be gained and integrated.

This study investigates the implementation and the reflection of genre-based writing in synchronous online learning to enhance EFL student writing achievement.

METHOD

This case study involved the lecturer and English department students, specifically in a genre-based writing class. A mixed-method design was employed because both quantitative

and qualitative data were analyzed in this study. It specifically applied explanatory sequential mixed-method. The role of the researcher in this study was an observer who observed the run of the synchronous online learning implementing the genre-based approach in teaching writing and then analyzed both the lecturer's and student's reflections on the implementation of it.

The research subject selected in this study was the second-year students of a three-year diploma program in English study. They attended genre-based writing subject in their third semester as their compulsory course after passing paragraph-based writing. They were selected based on Some instruments used in collecting the data. They were pre-tests and post-tests to gain quantitative data on enhancing students' writing skills. The pre-test and post-test covered four different genres taught in the GBW course. In addition, an observation sheet was also used to record detailed information on the implementation of GBW in synchronous online learning. To gain qualitative data on the reflection of both the teacher and the students, some instruments, such as students' diaries and reflective journals, and the teacher's reflective journal.

The quantitative data, pre-test, and post-test, were analyzed by three raters using the scoring rubric for genre-based writing adapted from Martin and Rose (2007). The inter-rater reliability was employed to maintain objectivity and fairness. After the scores were obtained from the three raters, they were measured using a T-test to compare the difference between pre-test and post-test results. On the other hand, the implementation of the GBW in synchronous online learning was given in the comprehensive description based on the record in the observation sheet.

Thematic analysis was employed to analyze the qualitative data in student diaries and teachers' and students' reflective journals. It was done through many steps. First, familiarizing the data, re-reading the transcripts, generating initial codes, reviewing the themes, defining and naming the themes, and the final step was writing the narratives.

RESULTS AND DISCUSSIONS

This part presents the findings and explanation of the study. The research findings are divided into four parts: the implementation of genre-based writing in synchronous online learning, the EFL students' writing achievement, and the student's and lecturers' reflection on the implementation of genre-based writing in synchronous online education.

The Implementation of GBW in Synchronous Online Learning

The implementation of GBW in synchronous online learning was observed in this study for nine meetings. Each meeting had two main activities: the lecture and practicum sessions. The lecturer optimizes the lecture session to explain and elaborate on the material discussed in the forum and provide examples. In contrast, the practicum session is the time for the students to practice writing by applying all the theories they learned in the previous session. The materials included detailed discussion on each genre and practical writing exercises to reinforce the learning. The combination of theoretical knowledge and practical application in an online format aimed to equip the students with the necessary skills to compose essays in various genres.

Table 1. The Materials of the Observed Meetings

Meeting	Topic being Discussed
1.	Writing Process
2.	Developing thesis statement
3.	Structure of essay
4.	Narrative
5.	Descriptive
6.	Classification
7.	Process
8.	Comparison and contrast
9.	Cause and effect

The above table shows that nine meetings are being observed, each discussing a different topic. For the first to the third meeting, the lecture sessions focused on the theory of the writing

process that involved pre-writing, outlining, drafting, editing, and revising. It was then continued by the discussion on developing a thesis statement, an essential part of an essay. In the third meeting, the students were taught how to make a structured essay, which is a fundamental and pivotal part before they create their composition.

The genre itself was started to be discussed in the fourth meeting. As mentioned in the table, six different genres were taught and observed in the GBW class. Throughout the subsequent sessions, the flow was almost the same pattern. The lecturer started by comprehensively explaining a particular genre and examples. The pedagogical approach followed building knowledge of the field (BKOF) and modeling. These two cycles are essential to ensure students learn the specific genres and scaffold them to produce their compositions (Emilia, 2016). The medium that facilitated these two cycles of genre-based approach was mostly the Zoom video conference platform. This platform allowed real-time communication and interaction between students and lecturers (Skylar, 2009).

However, in the dynamic landscape of the GBW class, there were times when the lecturer employed an alternative approach to conducting BKOF and modeling stages. Voice notes in the WhatsApp group were optimally utilized. This readily available material allowed the students to engage with it audibly (Perveen, 2016). Following the explanation via voice notes, the lecturer shared essay samples with the group. It ensured that the students were exposed to practical examples. They served as an exemplary application of the principles and concepts discussed.

The students were tasked to create a writing composition for the practicum session. This allowed them to put their theoretical knowledge into practice. Google Docs served as the primary tool for hands-on writing exercises. This digital platform was crucial in supporting remote learning, specifically in the independent construction stage. Through this medium, the students could collectively work on a single document and be monitored by the lecturer.

Moreover, the lecturer could provide his feedback on it. Even though feedback can be given through Google Docs, there were many chances that the lecturer utilized the breakout room feature in the Zoom platform to deliver real-time feedback and advisory on the students' writing composition.

Generally, the implementation of genre-based writing in synchronous online learning is conducted pretty well with the online platform media used, such as Zoom, WhatsApp, and Google Docs. Regarding the employment of genre-based writing, it was proven that the stages applied followed the four steps of GBA, which included BKOF, modeling, joint construction, and independent construction. However, the joint construction was not optimally implemented. According to Emilia (2016), the third cycle of GBW may be skipped because the students are knowledgeable enough about the genres they learned. Besides, it revealed that a process-based approach was also implemented at the beginning of the course.

In terms of the online learning environment, the findings of the observation explained the potential of combining synchronous and asynchronous modes through the strategic utilization of various multimedia resources. Incorporating Rothery's (1996) in Emilia (2016) genre-based approach theory into the curriculum resulted in a practical approach to teaching genre-based writing. The integration of both synchronous and asynchronous elements not only enhanced the accessibility and flexibility of the course but also supported a more comprehensive learning experience for students.

EFL Students Writing Achievement

Pre-test and post-test were conducted to measure the writing achievement. Inter-rater analysis was employed to score those tests to support the scoring result's validity and reliability. Two-step statistical analysis, Shapiro Wilks normality test, and Paired T-test were conducted to compare the three raters' pre-test and post-test scores. The normality test chosen for this study was Shapiro Wilks since the amount of data was

relatively small. Confirming that the data were normally distributed is essential as it is a prerequisite for further statistical tests. The following table shows the detailed result of the normality test using Saphiro Wilk.

Table 2. Normality test result using Saphiro Wilk

Genre	Rater	Pre-test data	Post-test data
Narrative	1	0.275	0.303
Narrative	2	0.101	0.071
Narrative	3	0.336	0.712
Descriptive	1	0.075	0.477
Descriptive	2	0.044	0.153
Descriptive	3	0.328	0.938
Cause and effect	1	0.022	0.009
Cause and effect	2	0.204	0.063
Cause and effect	3	0.289	0.736
Comparison contrast	1	0.263	0.599
Comparison contrast	2	0.150	0.256
Comparison contrast	3	0.676	0.129

The table above shows the result of the normality test using Shapiro Wilk, which showed that the sig values exceeded the conventional significance level of 0.05 ($p > 0.05$). It concluded that the pre-test and post-test data were normally distributed. This verification of normal distribution gave an essential prerequisite for the following procedure: the paired t-test.

Since the normality tests exhibited a normal distribution of the data, a paired t-test was conducted to compare the mean values of the pre-test and post-test of every genre. The following tables present the detailed result of the paired t-test.

Table 3. Pre-test and Post-test Results

Genre	Rater	Pre-test	Post-test
Narrative	1	68	78
Narrative	2	70	80
Narrative	3	72	83
Descriptive	1	70	79
Descriptive	2	72	82
Descriptive	3	70	81
Cause and effect	1	72	78
Cause and effect	2	74	81
Cause and effect	3	70	80
Comparison contrast	1	68	77
Comparison contrast	2	71	80
Comparison contrast	3	69	78

As shown in the table, the parametric test results from the first, second, and third raters revealed a consistent trend highlighting the imperative enhancement of the student writing score of four genres. The significant increase in post-tests suggests that genre-based writing positively impacted students' writing skills as it has a balanced curriculum (Sabouri et al., 2014). It contributes to academic proficiency and

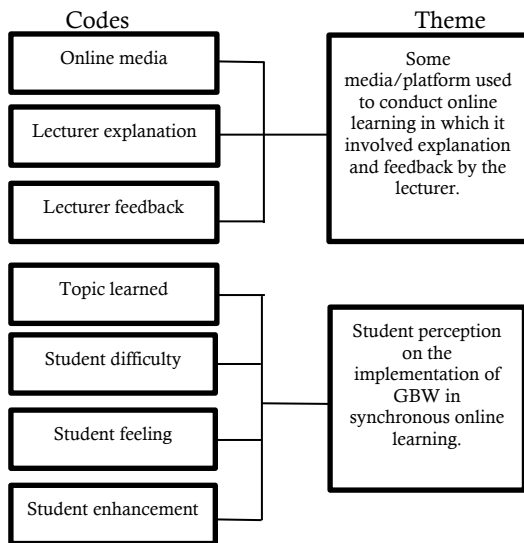
cultivates a holistic understanding of writing within the social context. It is in line with the view of Kim and Kim (2005), Rappen (2002), (Irawansyah (2016), and Dirgeyasa (2016), who shared a perspective that GBA plays a pivotal role in augmenting students' capacity to compose various genres. This is consistent with Sabouri et. al. (2014), who stated that GBA is an effective teaching strategy for developing writers with multiple skills.

To sum up, the consistent improvement in post-test scores across various genres has shown the effectiveness of GBW in enhancing student writing achievement. The shared agreement among the raters strengthened the findings and showed that the approach applied in teaching writing influenced students' proficiency in writing various genres.

Student Reflection on the Implementation of GBW in Synchronous Online Learning

The data on student reflection was obtained from students' diaries, which were written at the end of every meeting during the time of the virtual class, and the reflective journal that the students created after the course was over at the end of the semester. They were then analyzed using thematic analysis. The steps taken in the thematic analysis resulted in some themes, which are visualized as follows:

Figure 1. The Visual Representation of the Theme



From the visual representation above, it was concluded that the seven codes found in the diaries were grouped into two different themes. The first theme emerged from the data focused on the media and platform employed for facilitating online learning, explicitly emphasizing the role of lecturer explanation and feedback. It revealed that the students had encountered a range of technological media or platforms, each offering unique features and affordances, which agrees with the opinion of Wahyuni et. al. (2020), who stated that technology supports educational activities. However, the Zoom platform has been identified as an essential medium supporting the virtual class as it can facilitate communication and interaction among the participants (Smith et al., 2020).

Additionally, Zoom has a breakout room feature that was used optimally by the lecturer to deliver his feedback on the student's writing. He grouped some students in the breakout rooms and provided personalized input to them. The feedback system became one key element of the success of the GBW. The students expressed that the feedback gave them precise instructions and directions to which areas needed work and which had already made progress. This aligns with the fundamental ideas of GBW, which stress the importance of context-specific feedback to improve writing abilities (Swales, 1990).

The second theme that emerged was the students' opinions on implementing GBW in synchronous online learning. In general, they shared their positive sentiment towards the implementation. They claimed that their writing skill increased after they took the GBW course. Specifically, they mentioned that the lecturer's feedback could help them improve their writing skill. It is precisely the same as the idea of Ngubane et. al. (2020), who stated that feedback is a way to support and guide students in improving their writing skills. Additionally, they claimed that they better understood the use of grammar in writing well-structured sentences to be developed into paragraphs and good essays after the GBW course. In a genre-based approach, all aspects needed in teaching

languages, such as lexico-grammar, stages of stating the purpose, and social context, are well covered (Abdel-Malek, 2017).

In conclusion, the positive reflections from students underlined the viability of implementing genre-based writing in synchronous online learning. Combining the Zoom platform and the strategic use of breakout rooms facilitated the core teaching-learning process. It provided students with valuable feedback, contributing to their understanding and improvement in writing skills. Furthermore, the employment of another platform, such as WhatsApp, allowed the implementation of asynchronous online learning, which offered flexibility for the students to adjust their learning pace. Overall, there were no significant obstacles for the students to follow the genre-based writing course in online modes.

Teacher Reflective Journal

In the analysis of the reflective journal made by the lecturer teaching genre-based writing in synchronous online learning, personal experience and thought were gained. The lecturer's reflection vividly portrayed the teaching-learning transformation's positive side and drawbacks. Moreover, it showed a passionate lecturer's exemplary commitment to improving his students' writing skills and achievement.

Three main findings were revealed in the analysis of the teacher's reflection on implementing genre-based writing in synchronous online learning to enhance student writing achievement. First, it was about the positive sides of synchronous online learning. It was clear that the main advantage of synchronous online learning, according to the teacher, was regarding the direct interaction between the teacher and the students. It aligns with Tabatabaei and Sharifi (2011), who mentioned that the synchronous mode allowed teachers to engage personally with the students, directly interact with them, and instantaneously give some responses and feedback. The finding also aligns with Skylar (2009), who claimed that one of the advantages of synchronous online learning lies in real-time access to the instructor. In this

study, real-time interaction between the students and the teacher could be done during the video conference via Zoom.

The other finding was related to the challenges faced by the teacher during the implementation of GBW in synchronous online learning. It was mainly about the academic integrity and the authenticity of the student's written composition. The lecturer thought there might be an opportunity for the students to get assistance from their peers or even AI tools in their writing process since the lecturer did not directly supervise them. By doing this reflective process, the lecturer came to the opinion that for the future of online learning, there might be an alternative to meet the needs of both the flexibilities of learning and maintaining academic integrity. The lecturer then stated that blended learning can solve the problem. The three phases done by the lecturer that resulted in a new perspective for the future of teaching writing online are aligned with the reflection model by Boud et. al. (1985).

The challenges faced in online teaching were not merely obstacles but opportunities for adaptation and innovation. It revealed that the lecturer was dedicated and tactful in encountering the online learning environment to enhance the learning experience. From fostering engagement and interaction through well-tailored discussion, they utilized multimedia tools to bridge digital gaps and employed strategies to improve students' knowledge, insight, and skills. Besides the lecturer also gave suggestions for the future of online teaching and learning. His vision of a blended learning approach, which combines the strength of online and offline instruction, was revealed as his suggestion for a more comprehensive and practical approach to genre-based writing education in the digital age. The insights he shared in his reflective journal were a testament to the lecturer's commitment and a blueprint to shape the future of online education.

CONCLUSION

Implementing genre-based writing in synchronous online learning for university

students showed much potential for enhancing students' writing achievement. In the future, maintaining academic integrity will require resolving technical issues and investigating more creative approaches. The future of online education, a blended learning strategy that combines online and offline components, can provide a well-rounded answer. Through the benefits of remote learning, the adaptation to the unique needs of learners, and the integrity of academics, teachers and educators can effectively conduct educational or academic activities that are constantly changing and give educational experiences for learners. The implications of this study go beyond the boundaries of the investigation of the study. It influences the current discourse about the role of technology in education and its future.

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