LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 28, No. 2, October 2025, pp.1002-1019

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

DEVELOPING A GENRE-BASED ACADEMIC WRITING MODULE FOR ENGLISH DEPARTMENT STUDENTS

Siti Kholija Sitompul[1], Nur Mukminatien[2], and Francisca Maria Ivone[3*]
[1,2,3]Universitas Negeri Malang, Indonesia
sitikholijasitompul95@gmail.com[1], nur.mukminatien.fs@um.ac.id[2],
and francisca.maria.fs@um.ac.id[3]
*correspondence: francisca.maria.fs@um.ac.id
https://doi.org/10.24071/llt.v28i2.5385
received 17 November 2022; accepted 29 September 2025

Abstract
English department students studying English as a Foreign Language (EFL) in Indonesia often struggle to build some core academic writing skills, notably their ability to generate ideas and to think critically. Motivated by this, the study attempted to develop an academic writing module for English department students based on the Genre-Based Approach (GBA) that can assist them in focusing on the process of developing ideas for academic writing as well as applying critical thinking when writing academic essays. Borg and Gall's (1983) six-stage Research and Development (R&D) model was employed. The developed module, which adhered to the GBA framework, includes four learning stages, i.e., (1) Building Knowledge of the Field, (2) Modelling of the Text, (3) Joint Construction of the Text, and (4) Independent Construction of the Text, as well as various tasks that allow language learners to generate ideas and construct sentences appropriate for academic writing. In addition, the module contains writing theories, tasks, and strategies for building some core academic writing skills. During its development, the module was refined based on recommendations from academic writing and Systemic Functional Linguistics (SFL) experts. Following that, a small-scale try-out was conducted with eleven English department students. The trial revealed that the target users perceived the module as beneficial for developing basic academic writing skills, as it systematically guided them through the writing process with the support of tasks, lecturers, and peers.

Keywords: academic writing, critical thinking, Genre-Based Approach (GBA), idea generation, writing module, process writing

Introduction
Many studies investigating the teaching of academic writing in Indonesia highlighted the problems that students of the English department experienced when writing an academic essay (Azarnoosh et al., 2016; Emilia, 2005; Pradita, 2024; Ratnawati et al., 2018; Umamah & Cahyono, 2020; Widodo, 2015; Winarti & Cahyono, 2020). These central problems revolve around low proficiency, critical thinking, and difficulties in developing and paraphrasing ideas. A study by

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

Emilia (2005), for instance, revealed that university students' problems were their knowledge of the written language itself, lack of critical thinking ability, and poor literacy due to *a traditional one-shot writing activity*, as well as insufficient writing practice, guidance, and opportunities to compose various writing genres. Foreign language writing activities often discouraged them from mastering and detailing the writing topics and undergoing the multifaceted writing process, as they were considered to decrease, if not implemented, the frequency of students' critical thinking and literacy. Other writing problems, including difficulties in developing ideas, making use of accurate grammar, and structuring essays, are also frequently discussed in previous studies, such as those of Langan (2001), Ratnawati et al. (2018), and Winarti and Cahyono (2020). Furthermore, as mentioned by Emilia (2005) and Li and Mak (2022), the sources of these challenges include lack of crucial macro academic writing abilities such as paraphrasing and summarising ideas from students' reading, not to mention unfamiliarity with academic writing style and other blocks that inhibit the writing process as discussed in the studies by Fadhly et al. (2023) and Pratiwi (2024).

Similar issues were revealed in the present study's needs analysis stage. Students from the English department who participated in the needs analysis survey identified three major issues they face when writing academic essays in English, i.e., developing ideas, producing appropriate sentence structures and paraphrasing, and integrating critical thinking in academic writing. It was difficult for them to construct accurate sentences and to paraphrase others' sentences, as well as to elaborate and provide justifications in the form of clear arguments, descriptions, examples, and reasoning. More importantly, instead of trying to provide their own arguments, the students tended to reproduce compositions and concepts from the model texts provided by their lecturers. Prior studies suggest that the source of these problems differs from lack of variety of learning materials, unsuitability of the methods and materials for students' needs, to inadequate assistance in creating ideas, producing sentences, and proposing viewpoints in their composition (see Hyland, 2003, 2004; Li & Mak, 2022; Ratnawati et al., 2018).

In addition to identifying sources of academic writing problems, the literature also emphasises that these problems are not merely linguistic, as they are also closely related to language learners' limited development of Critical Thinking (CT) skills. Making sentences and paraphrasing are two important components of developing ideas, which necessitate the use of CT skills. In fact, both are interconnected skills for achieving academic writing learning objectives. This is due to the fact that CT deals with a wide range of skills, including arguing, selecting, analysing, evaluating, and judging. Furthermore, it has been recognised that being critical involves having the self-awareness to build a clear argument. As a result, the importance of developing CT skills has consequences in the teaching of academic writing because it demands a systematic and critical perspective to assist students in composing academic written texts (Amhar, 2020) for improved writing performance.

Given the importance of CT in academic writing, it is imperative to consider how instructional approaches, such as the Process Approach (PA), are used to develop key academic writing skills and support students' development of ideas and arguments. In the PA, students are purposely taught to create arguments. This

is because within this approach, the writing process, beginning with pre-writing, drafting, and revising, is thought to permit and alleviate students' proficiency, such as knowing how to create and develop arguments as writing runs. However, PA was not always an efficient choice because it takes time to complete the whole writing process. At the same time, language learners also encountered a fundamental problem with the language itself, particularly in terms of linguistic comprehension (Bayat, 2014), which is exemplified in a study conducted by Sitompul and Anditasari (2022). In their study, although the teacher assisted his/her students in brainstorming ideas in the pre-writing stage, they constantly experienced obstacles due to insufficient vocabulary and sentence structure knowledge. With this in mind, EFL learners' idea development is a frequent and ongoing writing difficulty that should be addressed with a combination of approaches, such as the product approach, process approach, and genre approach (Badger & White, 2000), due to the complexities of academic writing, or an approach that can address the specific problems of the EFL learners.

In the present study, the use of the Genre-Based Approach (GBA) has the potential to address the complexity of academic writing and specific writing problems of the target learners involved in the needs analysis. GBA is recommended by academics and practitioners due to its plausible benefits. The approach is beneficial to writing instruction since it allows language learners to engage in the sequences of writing tasks using models, scaffoldings, and finally independently (Hyland, 2003). The approach is also viewed as a phased process in which students must go through some learning stages in order to achieve communicative language competency, as they are not assigned to produce texts without first understanding them. Thus, the stages of GBA aid language learners in acquiring, comprehending, and applying knowledge, as well as dealing with the challenges of writing in a foreign language.

The GBA has been frequently researched and integrated into material development, and in this study, it is used as the key framework of module development for supporting students in improving essential academic writing skills, such as formulating ideas and practicing critical thinking. It is important for this study to address concerns from earlier research, including those by Dirgeyasa (2014), Rosnaningsih and Puspita (2020), and Sinaga and Fitriyani (2019), which highlight the need to focus on writing components beyond just language rules. Recognising the value of these skills, our goal is to reduce common writing challenges and improve students' academic writing performance. This study, therefore, aims to develop an academic writing module for English department students using GBA. It is worth noting that developing this module is one of the ways of ensuring that students acquire relevant materials they need, as previous studies have suggested. By harnessing the benefits of GBA in this module, we also hope to demonstrate its usefulness and encourage language teachers to consider it for teaching writing.

Genre-based approach (GBA) in teaching academic writing

The GBA has been widely adopted in English as a Foreign Language (EFL) context, particularly in university settings. As it incorporates communicative events, emphasises specific text types, and develops an awareness of how ideas are organised within a text, GBA, which focuses on the process and product of

writing, is considered appropriate for developing students' writing skills (Hyland, 2004). Moreover, GBA enables language learners to analyse and emulate good text models, enhancing grammar, subject knowledge, and stylistic conventions simultaneously (Samsudin & Arif, 2018). Consequently, it has been particularly beneficial for EFL learners, helping them connect ideas with lexical items, grammar, and structure in academic essays (Phichiensathien, 2018), making it appropriate for developing academic writing modules.

The approach becomes highly significant as language learners are guided through instructional learning cycles, within which the present research adopts the model proposed by Hammond et al. (1992), comprising four stages. The four stages form the foundation upon which the GBA is integrated into academic writing courses. To begin with, *Building Knowledge of the Field* is achieved by providing students with the opportunities to comprehend the language and meaning of a specific text, with the aim of enhancing their prior knowledge of the genre (Hyland, 2003). At this stage, language learners are encouraged to develop a better understanding of what they will study and accomplish during the writing process. Second, the *Modelling of the Text* stage enables them to break down language parts, text structures, and communicative goals. This stage involves teaching writing by demonstrating how the characteristics of a genre are utilised. As a result, students practise employing CT skills to identify and analyse textual features. Third, before beginning to produce a full text independently, learners collaborate with their peers during the *Joint Construction of the Text* stage. Each text's communication purpose, social conventions, staging, and linguistic features are reconstructed during this stage. Finally, the *Independent Construction of the Text* stage is similar to the previous stage, but is carried out individually.

Method

The research and development model employed in the study was the Research and Development (R&D) design, which is a simplified version of Borg and Gall's (1983) original model. The modified model streamlines the stages into six: (1) Needs Analysis, (2) Product Development, (3) Expert Validation, (4) Product Revision, (5) Small-Scale Try-Out, and (6) Finalisation, all of which are detailed in the following sub-sections.

Needs analysis stage

Needs analysis (NA) was the first stage of this study. It assisted in the process of module development by identifying three crucial aspects, which are students' necessities, lacks, and wants (Macalister & Nation, 2019). The NA examined what students had already learned and what they still needed to learn in the context of academic writing. It aimed to determine the type of module that best suited the target users' needs and included content aligned with the objectives of the academic writing course. In this study, the NA investigated four variables: students' proficiency in academic writing skills, writing instruction, preferred macro and micro writing skills, and preferred teaching activities. These variables were adapted from Cai (2013), Chou (1998), and Helaluddin et al. (2020) and were administered to 64 second-year English department students using a closed-ended questionnaire. In addition, the NA included a semi-structured interview with the lecturer of the academic writing course in which the aforementioned

students were enrolled, to confirm their needs and interests, as well as to gather information on the materials used in academic writing.

Module development stage

The development of educational modules involves several key considerations, as establishing the approach requires integrating innovative methods, tools, and procedures into well-defined processes to produce high-quality, customisable materials (Barbosa & Maldonado, 2011). Other issues were also considered during the construction of the module, such as defining its approach, determining the content framework, and generating the materials, as suggested by Macalister and Nation (2019). To begin with, the development of the module focused on addressing the difficulties of formulating ideas and implementing critical thinking in academic writing in order to meet curriculum objectives, avoid reliance on large-scale resources, and establish specialised competencies. A unique strategy was established by incorporating a sufficient number of GBA activities into the module. The proportions referred to how theories, tasks, and techniques of writing instruction were organised across the four stages of the GBA: *Building Knowledge of the Field* (BKoF), *Modelling of the Text* (MoT), *Joint Construction of the Text* (JCoT), and *Independent Construction of the Text* (ICoT).

Task sequencing was carefully addressed in the framework to ensure that the materials were easily understood and effectively learned. Subsequently, the unit titles and divisions, writing tasks, and time allocations were determined. The arrangement of units and titles was designed to clarify and differentiate the contents of each section, enabling target users to decide independently what they wished to study. Meanwhile, the writing activities were developed to provide adequate opportunities for learners to practise generating ideas and applying critical thinking in academic writing, while also aligning with the time constraints of the academic writing class.

Validation and product revision stages

The module validation was carried out by two professionals with extensive experience in teaching academic writing courses and expertise in Systemic Functional Linguistics (SFL). They were selected to provide expert judgement on the developed module by referring to its goals, GBA stages, and content. A questionnaire adapted from (Abdelmohsen, 2020) was employed to examine four GBA-related variables: module objectives, content, format and language, presentation, and usefulness and effectiveness. These variables were considered essential, as the experts could identify the strengths and weaknesses of the developed module. The suggestions and feedback provided by the two experts were incorporated during the module revision stage to improve the module before it was implemented with the target users.

Small-scale try-out stage

The purpose of the small-scale try-out was to evaluate the usefulness and effectiveness of the module for the intended users. Previous studies have shown that conducting try-outs can provide valuable insights into module quality. Suastika and Wahyuningtyas (2018) found that try-outs help determine a

module's practicality and effectiveness, with high student scores indicating ease of use. Similarly, Sudarman and Ardian (2021) conducted both small- and large-group trials to assess the feasibility of an interactive module, obtaining high percentages in both cases.

In the present study, the try-out aimed to determine whether the module could assist learners in developing macro and micro academic writing skills focused on generating ideas and practising critical thinking, particularly within the context of academic writing. The try-out was conducted by teaching an academic writing course to eleven students and administering a questionnaire at the end of the try-out. The teaching process focused on how students completed the writing assignments while using the module as a reference for practice. The researchers then incorporated the respondents' comments regarding the module's effectiveness into the final revision.

Finalisation stage

The research and development phases of the module concluded with a finalisation stage. This final stage involved reviewing the provisions of the units, the types and divisions of writing tasks used in each GBA stage, as well as evaluating the effectiveness of these tasks. The organisation of the units was carefully structured to maintain clarity within the module's content, enabling users to easily locate the information they needed. To ensure that the module was appropriate for enhancing the target users' academic writing skills, which was considered important for enabling them to construct ideas and provide justifications, the writing task types and divisions were re-examined. Finally, the module finalisation ensured that the writing tasks contributed to the users' knowledge and skills in writing academic essays.

Findings and Discussion

This section presents and discusses the developed module along with its key components.

The Genre-Based Approach (GBA) writing module

There were eight units in the module containing various writing theories, strategies, and tasks associated with the activities of developing ideas and applying critical thinking skills that language learners could practise and master. Moreover, to enable them to experience and monitor their writing progress, the module adopted the four stages of the GBA framework: BKoF, MoT, JCoT, and ICoT. The stages of the module are presented and discussed in the following four sub-sections.

Building knowledge of the field (BKoF)

The BKoF stage was presented in two parts, namely the *Introduction* and the *Writing Activity*. As the initial stage, BKoF was placed in the first component of the module, entitled *Introduce Part*. This stage appeared first because it marked the beginning of the students' staged writing activities. It emphasised that they were not required to compose a complete text immediately, but rather to engage in preliminary writing processes such as brainstorming or conducting a literature review. Accordingly, this first part included writing theories and strategies. The

writing theories were drawn from a literature review for students to study and understand. These theories focused on the writing process, types of genres, and communicative features of genres. Meanwhile, the writing strategies addressed ways of developing arguments and applying critical thinking.

With regard to the writing activity, BKoF, like the term suggests, aimed to build students' knowledge during the initial stage of writing. Building knowledge involves encouraging learners to draw on their prior knowledge and experience in completing the task (Derewianka, 2003; Hyland, 2003). In this module, the stage was designed to facilitate brainstorming through the construction of phrases. Constructing phrases was considered important for two reasons. First, it provided light practice for generating arguments that could serve as students' listing points or mappings before drafting; and second, it trained students to construct meaningful phrases, as illustrated in the BKoF design shown in Figure 1.

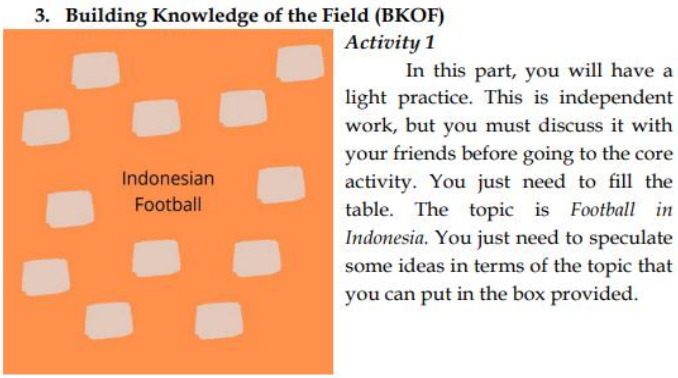


Figure 1. Building knowledge of the field design

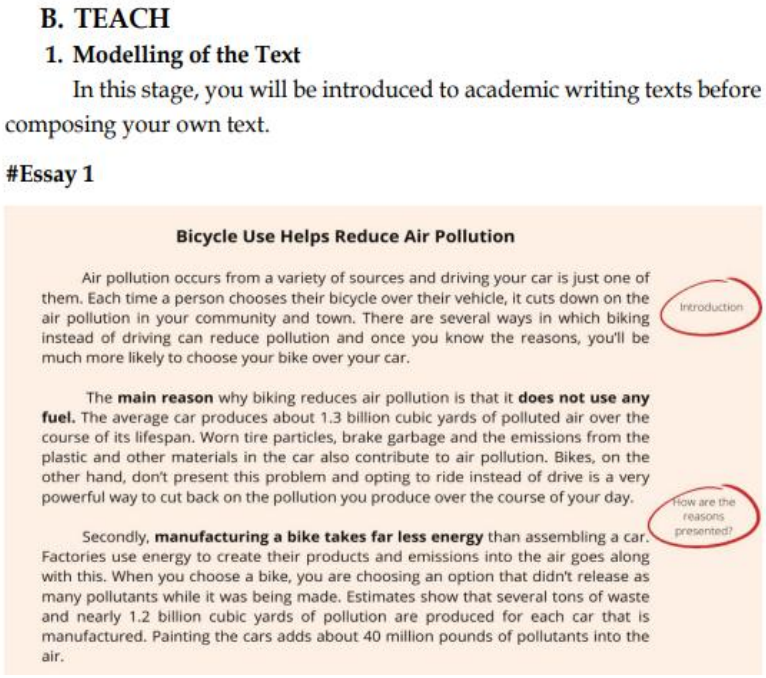
Figure 1 illustrates how the developers designed the writing activity by assigning students to engage in brainstorming, the aims of which are elaborated into two main points. Firstly, proposing arguments in the BKoF stage involves helping students generate logical and organised ideas. This activity encouraged them to think critically about how their ideas could be broken down to achieve coherence. It aimed to train language learners to consider possible ideas that could be developed during brainstorming (Emilia, 2005). In addition, it was designed to prepare them to stockpile many ideas so they can use them when getting stuck and to develop the phrases into paragraphs. The activity was designed to gradually guide students in organising their ideas from the initial phrases they produced. Secondly, this stage aimed to train students to practise constructing simple sentence components, namely, phrases. As a result, they were expected to become more aware and precise in constructing them.

The purpose of idea development in the BKoF stage was to enable students to propose arguments for assigned topics. This development process involved peer discussions, group work, reviewing literature, and/or drawing on personal experience. During this process, critical thinking played a key role as students were trained to justify the phrases they had constructed. Such skills were valuable for evaluating the logical quality of their ideas through questions such as, "*Is it suitable? Is it correctly and clearly written? Have I provided sufficient support for my arguments?*". Previous studies have recognised that this stage can facilitate students in activating their background knowledge and stimulating their thinking

prior to composing texts (Dirgeyasa, 2014; Emilia, 2005; Sukmawati & Nasution, 2020). However, feedback from students during the try-out indicated that the BKoF stage of the module did not sufficiently enable them to brainstorm ideas. This issue was not further investigated in the present study, as various factors may have influenced the students' limited ability to generate ideas despite the explicit instruction provided during this stage of learning.

Modelling of the text (MoT)

The MoT stage, as its name suggests, involves presenting a model text for students to read and analyse (Ningsih & Gunawan, 2019). This stage included several writing examples produced by both native speakers and the module developers to expose students to a range of styles and voices in academic essays. The design of the MoT stage is illustrated in Figure 2.



B. TEACH

1. Modelling of the Text

In this stage, you will be introduced to academic writing texts before composing your own text.

#Essay 1

Bicycle Use Helps Reduce Air Pollution

Air pollution occurs from a variety of sources and driving your car is just one of them. Each time a person chooses their bicycle over their vehicle, it cuts down on the air pollution in your community and town. There are several ways in which biking instead of driving can reduce pollution and once you know the reasons, you'll be much more likely to choose your bike over your car.

Introduction

The **main reason** why biking reduces air pollution is that it **does not use any fuel.** The average car produces about 1.3 billion cubic yards of polluted air over the course of its lifespan. Worn tire particles, brake garbage and the emissions from the plastic and other materials in the car also contribute to air pollution. Bikes, on the other hand, don't present this problem and opting to ride instead of drive is a very powerful way to cut back on the pollution you produce over the course of your day.

How are the reasons presented?

Secondly, **manufacturing a bike takes far less energy** than assembling a car. Factories use energy to create their products and emissions into the air goes along with this. When you choose a bike, you are choosing an option that didn't release as many pollutants while it was being made. Estimates show that several tons of waste and nearly 1.2 billion cubic yards of pollution are produced for each car that is manufactured. Painting the cars adds about 40 million pounds of pollutants into the air.

Figure 2. Modelling of the text design

Figure 2 illustrates how the developers designed the writing activities by first presenting a model text. The model texts aimed to encourage students to analyse how writers construct their texts. This stage helped them examine how paragraphs are developed, what vocabulary ranges are used in academic essays, and how ideas are presented by the model-text writers themselves (Hyland, 2003, p. 132).

In line with its purpose, the MoT stage was placed in the second part of the module, the *Teach Part*. This decision was made to provide explicit instruction to students by focusing on key linguistic aspects, including paragraphing, generic structure, linking words, and the use of vocabulary and grammar. The linguistic focus was also intended to help students recognise the communicative purposes of texts and identify relevant language features in preparation for drafting their own work (Hyland, 2003, p. 133). In addition, the MoT stage encouraged students to

examine the content aspects of the model texts, particularly the types of arguments that could be used in their writing.

With regard to the tasks in this stage, students were encouraged to identify linking words, highlight arguments in the form of examples, reasons, and justifications, critically evaluate the model texts provided, and construct sentences using appropriate linking words. This stage enabled them to become more aware of text organisation and to develop the ability to construct logical and well-structured arguments. Such skills contribute to their capacity for critical thinking, as they apply linguistic and content analysis to authentic texts. These activities align with the principles of critical literacy (Emilia, 2005) and top-down processing (Sukmawati & Nasution, 2020), as also noted in previous studies (Abdelmohsen, 2020; Dirgeyasa, 2014; Sinaga & Fitriyani, 2019).

Nonetheless, the two experts who validated the module raised concerns regarding the model texts written by native speakers and the range of tasks included in the MoT stage. The first expert pointed out that some texts might be problematic due to unfamiliar content, which could make it difficult for students to analyse linguistic and rhetorical features. The second expert suggested that the tasks in this stage should be further developed to allow students to experience both top-down and bottom-up approaches to language learning. These recommendations are valuable and were considered to enhance the module's effectiveness and relevance for large-scale implementation.

Joint construction of the text (JCoT)

The JCoT stage involves students working collaboratively to compose texts. At this stage, they are encouraged to engage in discussions related to the writing activities (Carr, 2023; Li & Yang, 2022; Li & Mak, 2022), such as sharing ideas and jointly producing written texts. The JCoT stage was positioned alongside the MoT stage, as both share a common goal of teaching students to write. The design of the JCoT stage is illustrated in Figure 3.

Figure 3 depicts how the developers designed Task Type 1. In this task, students were encouraged to generate and list arguments in the form of phrases, clauses, and sentences based on the given topics. They were expected to brainstorm ideas, as they did in the BKoF stage, in order to further develop their ideas and enhance their critical thinking skills before composing a full draft. This stage followed the same collaborative nature as BKoF, in which two or more students worked together to collect and negotiate ideas. Task Type 2 for the JCoT stage is presented in Figure 4.

Figure 4 shows the design of Task Type 2, where students were encouraged to produce a complete draft of an academic essay after engaging in peer-journal writing activities. These involved expressing viewpoints in the form of headlines and extended sentences. The viewpoints reflected the structure of ideas that would later be incorporated into a full text. Through these activities, the developers aimed to foster collaboration by encouraging students to exchange ideas, refine arguments, and collectively compose written texts.



Activity 1

List possible phrases, clauses, and sentences towards the following topics. The examples have been provided for you in the table.

Text Constructions (from phrases to sentences)	Examples
1. Phrases	a. Wellbeing family/healthcare/product review/European countries, etc. b. ..... c. .....
2. Clauses	a. Wealth provides the opportunity to have a happier life providing ability to buy everything we want. b. ..... c. .....
3. Sentences	a. Online shopping is one of the easiest ways for people purchasing their daily needs since the covid-19 insists on them to stay at home. b. ..... c. .....

Figure 3. Joint construction of the text design of Task Type 1

Pedagogically, the tasks designed with joint activities are highly beneficial. Students take on the dual roles of facilitators and responders, which, as Hyland (2003, p. 134) explains, enables them to write collaboratively by discovering and sharing information that supports both content and linguistic development. When one member experiences difficulty with a writing task, another can help fill the gaps through mutual assistance and joint exploration. This collaborative process allows students to consult with one another to achieve their shared goal of completing and refining their texts.

Activity 2

Provide your points of view on the topics in detailed headlines, such as explaining importance, advantage, disadvantage, urgency, or other issues that you can develop. You may opt to apply either the trick from the life values part. This work will train you to get prepared before writing, and through this, you will find to what extent you make progress. The topics are taken from activity 1, as seen in the picture. To make it easy, a table is provided for you to work.



Figure 4. Joint construction of the text design of Task Type 2

In this module, the role of idea development is highly significant, as students are required to expand their arguments by providing definitions and explanations of the topics, presenting logical reasoning, and producing appropriate language. They are also expected to identify the communicative goals of different genres to understand how these genres should be elaborated within their texts. More importantly, critical thinking plays a crucial role as they attempt to develop and evaluate their ideas, assess the logical flow of arguments, and examine the linguistic accuracy and coherence of their written work.

There were several good points of the JCoT stage, which were confirmed by the two expert validators and some students involved in the small-scale try-out. Their similar responses indicated that this stage enabled them to engage in discussions, reducing their reliance on teachers for answers as they are encouraged to exchange ideas on how to construct arguments, draft texts, and analyse linguistic features ranging from simple to complex forms (Abdelmohsen, 2020; Sukmawati & Nasution, 2020). These activities fit what Hyland (2003, p. 135) describes as JCoT, in which students explore language together with their peers while receiving guidance by their teachers when necessary. However, the present study's findings contradict those of Emilia (2005) and Li and Mak (2022), who reported that students in their study did not work well together, as they were not willing to share ideas because of their competitiveness, struggled to collaborate, and did not exhibit well-structured collaboration.

Independent construction of the text (ICoT)

The last stage of GBA, ICoT, was placed in the same part of both the MoT and JCoT. The rationale for placing this stage together with the two preceding stages was to assign students the task of composing texts based on a different

learning principle. In terms of task design, students were provided with a single, complex activity, as illustrated in Figure 5.

3. Independent Construction of the Text (ICOT)

Activity 1

This stage is going to be different from the previous activity. You will be working alone to do this task. Now, you need to write three short paragraphs and provide the headlines before writing as you did in the previous stage. The topic for you to work on is *"Many people spend a lot of money on their hobbies"*. Provide your response onto the topic. A table is provided to write the headlines.

Paragraphs	Headlines
Paragraph 1	❖ _____ ❖ _____ ❖ _____ ❖ _____
Paragraph 2	❖ _____ ❖ _____ ❖ _____ ❖ _____
Paragraph 3	❖ _____ ❖ _____ ❖ _____ ❖ _____

Figure 5. Independent construction of the text design

Figure 5 shows how the writing activity is designed, which is almost the same as that in the JCoT stage. The activity is intended to assign students to work independently, aligning with the final goal of the GBA. Unlike JCoT, the ICoT stage encouraged learners to think and write independently, without relying on teachers or peers, while still drawing on the collaborative experiences gained in the previous stage. The activities focused on generating ideas, drafting and developing arguments, and self-assessing and revising their writing. This stage is highly necessary for enhancing students' academic writing competence, particularly in paraphrasing, making use of accurate linguistic forms (vocabulary, grammar, and mechanism), and constructing arguments. In addition, they learn to conduct research and explore preparatory steps for academic writing. More importantly, they develop strategies to overcome writer's block (Hyland, 2003).

Regarding the task, the activity of generating ideas from a given topic in the form of headlines aimed to help students develop and logically organise their ideas. By using these headlines, they could visualise how their ideas were structured within a complete draft of an academic essay. Hyland (2003, p. 137) suggests that the ICoT stage, in order to monitor students' progress and achieve its objectives, should involve repetitive activities similar to those in the BKoF stage, as such practice enables students to outline and refine the organisation of their ideas. In addition, students were expected to determine the communicative purpose and target audience of the text, conduct a literature review, and produce the final written draft. The role of idea development in the ICoT stage was therefore crucial in supporting students through the writing process. Likewise, critical thinking played an equally important role, as students were required to

self-evaluate and compare their individually written texts with those collaboratively produced in the JCoT stage.

As confirmed by the expert validators and students, the stage clearly provided writing activities that trained learners to practise both idea development and critical thinking. These two aspects were also highlighted in previous studies by Herman et al. (2020), Ismail and Helaluddin (2022), and Emilia (2005). The developed module thus offers an expansion of earlier studies (Dirgeyasa, 2014; Sinaga & Fitriyani, 2019), which primarily focused on linguistic aspects without providing explicit guidance on idea generation. Accordingly, the stage enabled students to make gradual progress by engaging in the writing activities.

The developers believed that students need to learn to develop ideas by constructing linguistic forms and expanding those ideas during the writing process. Therefore, they were initially encouraged to propose and produce ideas in the form of phrases, clauses, and sentences. This was a deliberate strategy to help them develop ideas before moving on to the subsequent activity, i.e., writing a draft. Constructing linguistic forms was integrated into all stages of the GBA, from BKoF (through group or individual work) to JCoT and ICoT. Such activities were designed to train students to generate simple ideas that would gradually enhance their writing proficiency. In this regard, collaborative writing, as discussed by Li and Yang (2022), although not explicitly part of the GBA, also contributes to helping students engage in languaging, that is understanding how meaning and conceptual knowledge are created through writing.

The try-out results revealed that the module significantly contributed to students' ability to expand arguments, as they had been trained to do so when constructing linguistic forms and composing drafts. This means that the module led the students to develop ideas from paragraphs to paragraphs. The present study's findings were consistent with previous studies by Chen (2021) and Haryanti and Sari (2019), both of which reported that GBA contributes to students' ability to compose persuasive and narrative texts by promoting effective pre-writing and drafting activities.

Idea development was also beneficial for helping students understand essay schematic structures. As many learners struggled with text organisation, the module adopted an approach that encouraged greater awareness of this issue. Students learned to structure their compositions into clear introductory, body, and concluding paragraphs. This finding aligns with studies by Al Hinai (2018), Amogne (2013), Boukezzoula (2016), and Emilia (2005), which demonstrated that GBA-based writing instruction enables students to recognise the generic structures of a genre and employ appropriate cohesive devices to produce clear, coherent, and well-organised texts.

With respect to CT, the present study found that students' ability to compose academic essays improved significantly. CT benefited them in several ways. Firstly, the writing stages from BKoF to ICoT gradually stimulated their analytical thinking both before and during the drafting process. They were able to construct arguments using their prior knowledge and insights gained from reading relevant literature. The module activities also allowed them to analyse real-world issues from their own perspectives. By applying CT to express their ideas, students produced more coherent and substantive compositions. This finding echoes previous studies which demonstrated that CT enhances both the quality

and quantity of students' writing, particularly among proficient learners (Moghaddam & Malekzadeh, 2011).

Secondly, across all GBA stages, the integration of CT in the developed materials represented an advancement from previous research, as confirmed by student responses in the questionnaire (Dirgeyasa, 2014; Sinaga & Fitriyani, 2019). In the BKoF stage, rather than merely introducing students to the background of a text, they were encouraged to generate ideas through language use. Their critical thinking began from the earliest stages of GBA, when they consciously considered the communicative purpose of their ideas. In the MoT stage, students learned to identify rhetorical structures and linguistic forms, developing awareness of how texts function within context. Finally, in the JCoT and ICoT stages, they engaged in collaborative and independent writing tasks, respectively, which encouraged them to evaluate and refine their texts in two distinct contexts.

Despite being positively evaluated by most users, this research and development study had several limitations. Firstly, the module was implemented across only five meetings, which was insufficient to fully assess students' academic writing performance. Secondly, only two units of the module were tested during the try-out, meaning students did not experience or practise the remaining units. Thirdly, although the module aimed to enhance students' critical thinking, the activities did not comprehensively address all dimensions of CT. Lastly, the inclusion of authentic writing examples may have posed challenges for lower-proficiency students, as the materials could be too demanding at the introductory level.

Conclusion

The GBA emphasises extensive writing practice and a comprehensive engagement with the writing process. This means that writing should be carried out systematically and meaningfully, supported by comprehensible materials that facilitate students in following each stage of the process. Students' knowledge and skills in fundamental linguistic components, such as constructing sentences and using appropriate grammar and vocabulary, are enhanced throughout the writing process. Furthermore, they develop the ability to generate ideas and apply critical thinking in academic writing when appropriate tasks are embedded within the phases of the GBA. However, it should be noted that this research and development study has some limitations, that we recommend trying out the developed module in a large-scale study to obtain various responses and writing performances from more target users in various settings. In addition, future research should include all units of the module to examine the overall coherence, flow, and usefulness of the materials. This would ensure that the module remains relevant to students' learning needs. To address learners with varying learning needs and reduce reliance on text-based materials while enhancing students' engagement and critical thinking skills, subsequent research and development projects are also encouraged to diversify the learning resources by incorporating visual graphics and videos.

Acknowledgment

This study was funded by the Indonesian Ministry of Research, Technology, and Higher Education (RISTEKDIKTI) through the Directorate of Research and Community Service in 2022.

References

Abdelmohsen, M. M. (2020). The development and validation of a module on enhancing students' critical thinking, collaboration and writing skills. *SAR Journal*, *3*(4), 166–177. https://doi.org/10.18421/sar34-04

Al Hinai, I. (2018). A genre-based approach to developing learning and teaching academic writing skills with relation to the Omani technical context. *Sino-US English Teaching*, *15*(10), 459–469. https://doi.org/10.17265/1539-8072/2018.10.001

Amhar, U. (2020). Searching for critical thinking through writing: An insight into senior high school students written work in Indonesia. *Revista Argentina de Clínica Psicológica*, *29*(3), 662–669. https://doi.org/10.24205/03276716.2020.769

Amogne, D. (2013). Enhancing students' writing skills through the genre approach. *International Journal of English and Literature*, *4*(5), 242–248. https://doi.org/10.5897/IJEL2013.0421

Azarnoosh, M., Zeraatpishe, M., Faravani, A., Branch, M., & Kargozari, H. R. (Eds.). (2016). *Issues in materials development*. Sense Publishers. https://doi.org/10.1007/978-94-6300-432-9

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54*(2), 153–160. https://doi.org/10.1093/elt/54.2.153

Barbosa, E. F., & Maldonado, J. C. (2011). Collaborative development of educational modules: A need for lifelong learning. In G. Magoulas (Ed.), *E-infrastructures and technologies for lifelong learning: Next generation environments* (pp. 175–211). IGI Global Scientific Publishing. https://doi.org/10.4018/978-1-61520-983-5.ch007

Bayat, N. (2014). The effect of the process writing approach on success and anxiety. *Educational Sciences: Theory & Practice*, *14*(3), 1133–1141. https://doi.org/10.12738/estp.2014.3.1720

Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. Longman.

Boukezzoula, M. (2016). *Bridging the gap between the writing course and the content modules through the genre-based approach: The role and place of the argumentative essay* [Unpublished doctoral dissertation]. University Des Frères Mentouri.

Cai, L. J. (2013). Students' perceptions of academic writing: A needs analysis of EAP in China. *Language Education in Asia*, *4*(1), 5–22. https://doi.org/10.5746/leia/13/v4/i1/a2/cai

Carr, N. (2023). Feedback on writing through the lens of activity theory: An exploration of changes to peer-to-peer interactions. *System*, *56,* Article 100720. https://doi.org/10.1016/j.asw.2023.100720

Chen, F. (2021). Exploring students' perceptions and attitudes towards genre-based pedagogy developed in persuasive writing teaching: The systemic functional linguistics perspective. *Arab World English Journal*, *12*(4), 243–258. https://doi.org/10.24093/awej/vol12no4.17

Chou, C. L. (1998). *Evaluation and needs analysis of an academic writing course for international graduate students: ELI 83*. https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/22b0ce4e-ee3e-4ad9-997a-f6c4685ce659/content

Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal*, *34*(2), 133–154. https://doi.org/10.1177/003368820303400202

Dirgeyasa, I. W. (2014). The development of English writing learning material through a genre-based approach for English department at university. *Proceedings of ISELT-2, FBS Universitas Negeri Padang, Indonesia,* 200–209.

Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia* [PhD Thesis, The University of Melbourne]. The University of Melbourne Library. https://minerva-access.unimelb.edu.au/handle/11343/39548

Fadhly, F. Z., Manan, N. A., & Acesta, A. (2023). An academic writing model: Lessons learned from experienced writers. *Indonesian Journal of Applied Linguistics, 12*(3), 870–880. https://doi.org/10.17509/ijal.v12i3

Hammond, J., Burns, A., Joyce, H., Brosnan, D., & Gerot, L. (1992). *English for special purposes: A handbook for teachers of adult literacy*. NCELTR, Macquarie University Press.

Haryanti, H., & Sari, F. (2019). The use of genre-based approach to improve writing skill in narrative text at the eleventh grade students of SMA Ethika Palembang. *English Community Journal*, *3*(1), 280–288. https://doi.org/10.32502/ecj.v3i1.1693

Helaluddin, H., Ahmad, M. A., & Anshari, A. (2020). Need analysis of academic writing teaching model based on process-genre approach: What do they really need? *Universal Journal of Educational Research*, *8*(10), 4728–4735. https://doi.org/10.13189/ujer.2020.081043

Herman, H., Purba, R., Thao, N. V., & Purba, A. (2020). Using genre-based approach to overcome students' difficulties in writing. *Journal of Education and E-Learning Research, 7*(4), 464–470. https://doi.org/10.20448/journal.509.2020.74.464.470

Hyland, K. (2003). *Second language writing*. Cambridge University Press.

Hyland, K. (2004). *Genre and second language writing*. The University of Michigan Press.

Ismail, G., & Helaluddin, H. (2022). The effect of genre approach to improve university students' critical thinking skills. *Al-Ishlah Jurnal Pendidikan, 14*(4), 5829–5840. https://doi.org/10.35445/alishlah.v14i4.2209

Langan, J. (2001). *College writing skills with readings*. McGraw-Hill.

Li, C., & Yang, L. (2022). How scientific concept develops: Languaging in collaborative writing tasks. *System*, *105,* Article 102744. https://doi.org/10.1016/j.system.2022.102744

Li, J. & Mak, L. (2022). The effects of using an online collaboration tool on college students' learning of academic writing skills. *System*, *105,* Article 102712. https://doi.org/10.1016/j.system.2021.102712

Macalister, J., & Nation, I. S. P. (2019). *Language curriculum design*. Routledge. https://doi.org/10.4324/9780429203763

Moghaddam, M. M., & Malekzadeh, S. (2011). Improving L2 writing ability in the light of critical thinking. *Theory and Practice in Language Studies, 1*(7), 789–797. https://doi.org/10.4304/tpls.1.7.789-797

Ningsih, H. K., & Gunawan, W. (2019). Recontextualisation of genre-based pedagogy: The case of Indonesian EFL classrooms. *Indonesian Journal of Applied Linguistics*, *9*(2), 335–347. https://doi.org/10.17509/ijal.v9i2.20231

Phichiensathien, P. (2018). *Teaching writing through a genre-based approach in an EFL context.* Paper presented at the 6th Asian Academic Society International Conference (AASIC).

Pradita, I. (2024). Developing academic writing worksheet by using corpus of English as academic lingua franca. In F. Y., Wisma, F. Fadhly, & F. Z. Kurniawan (Eds.), *Academic reading & writing: When technology meets the process* (pp. 72–95). CV. Jendela Hasanah.

Pratiwi, W. R. (2024). From blank page to scholarly sage: Core concept, features, writers' block, and practical solution. In W. Yunita, F. Z. Fadhly, & F. Kurniawan (Eds.), *Academic reading and writing: When technology meets the process* (pp. 112–133). CV. Jendela Hasanah

Ratnawati, R., Faridah, D., Anam, S., & Retnaningdyah, P. (2018). Exploring academic writing needs of Indonesian EFL undergraduate students. *Arab World English Journal*, *9*(4), 420–432. https://doi.org/10.24093/awej/vol9no4.31

Rosnaningsih, A., & Puspita, D. R. (2020). Developing English writing materials using genre based approach: A case for students of English media studies. *Journal of English Language Studies*, *5*(2), 189–198. http://dx.doi.org/10.30870/jels.v5i2.7946

Samsudin, Z., & Arif, M. (2018). The efficacy of the genre-based approach in teaching academic writing. *International Journal of Management and Applied Science,* *4*(6), 90–97. https://www.iraj.in/journal/journal_file/journal_pdf/14-481-153500221990-97.pdf

Sinaga, I. N., & Fitriyani, T. (2019). Developing English writing materials in narrative text based on genre-based approach. *Southeast Asia Language Teaching and Learning (SALTeL Journal)*, *2*(2), 88–93. https://doi.org/10.35307/saltel.v2i2.36

Sitompul, S. K., & Anditasari, A. W. (2022). Two heads writing together, is collaborative writing better ?: Exploring students' perceptions. *Journal of English Language Teaching and Linguistics,* *7*(1), 21–30. http://dx.doi.org/10.21462/jeltl.v7i1.703

Suastika, I. K., & Wahyuningtyas, D. T. (2018). Developing module of fractional numbers using contextual teaching and learning approach. *Pancaran Pendidikan, 7*(1), 23–32. https://doi.org/10.25037/pancaran.v7i1.132

Sudarman, S., & Ardian, A. (2021). The development of interactive module to support student centered learning. *Akademika, 10*(1), 77–92. https://doi.org/10.34005/akademika.v10i01.1344

Sukmawati, N. N., & Nasution, S. S. (2020). Genre-based approach: Can it improve the informatics engineering students' writing skill? *JEES (Journal of English Educators Society)*, *5*(1), 95–102. https://doi.org/10.21070/jees.v5i1.395

Umamah, A., & Cahyono, B. Y. (2020). Indonesian university students' self-regulated writing (SRW) strategies in writing expository essays. *Indonesian Journal of Applied Linguistics, 10*(1), 25–35. https://doi.org/10.17509/IJAL.V10I1.24958.

Widodo, H. P. (2015). *The development of vocational English materials from a social semiotic perspective: Participatory action research* [PhD Thesis, University of Adelaide]. University of Adelaide Digital Library. https://digital.library.adelaide.edu.au/server/api/core/bitstreams/25f3a61a-ca9f-4d38-93f4-ccb3e9050fb7/content

Winarti, W., & Cahyono, B. Y. (2020). Collaborative writing and process writing approach: The effect and students' perception. *JEES (Journal of English Educators Society)*, *5*(2), 163–169. https://doi.org/10.21070/jees.v5i2.773