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Write Title Here: The Implementation of Cycle-Based Writing Method in English Learning at 11th Grade of SMA N 1 Jatibarang, Brebes

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Abstract: This study aims to describe the implementation of the Cycle-Based Writing Method in English learning in the 11th grade at SMA N 1 Jatibarang Brebes and to identify the challenges faced by teachers and students during the learning process. This research is a field study with a descriptive qualitative approach. Data were collected through observation, interviews, and documentation. The data analysis techniques used included data reduction, data presentation, and conclusion drawing. The participants consisted of an English teacher and eleventh-grade students. The findings show that the Cycle-Based Writing Method is implemented through several stages, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) in writing Passive Voice. This study also found that careful planning and continuous evaluation are key factors in improving students' confidence and writing skills. However, its implementation has not been fully optimal due to several challenges faced by teachers and students. The challenges faced by teacher include time constraints in implementing all stages, difficulty in providing maximum feedback, and managing differences in students characteristics and participation. The challenges faced by students include limited mastery of vocabulary and grammar; difficulty in developing ideas and writing independently, and low self-confidence and student learning motivation. Based on these findings, it can be concluded that the Cycle-Based Writing Method positively contributes to the English writing learning process, although further adjustments and improvements are needed to make its implementation more effective.

Keywords: cycle-based writing method; english language learning; implementation; learning challenges; writing skills

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Introduction

Writing is one of the essential language skills in English learning because it enables learners to communicate ideas, share information, and express thoughts in written forms. However, writing remains one of the most challenging skills for English as a Foreign Language (EFL) learners due to its complex nature, which requires the integration of content, organization, vocabulary, grammar, and mechanics. In the Indonesian EFL context, students frequently encounter difficulties in generating ideas, organizing information coherently, and applying appropriate linguistic features in their writing. These challenges have attracted considerable attention among researchers and educators because writing competence is

regarded as an important aspect of language proficiency and academic success. Therefore, effective instructional practices are required to facilitate students' writing development and encourage active participation in the learning process.

Various approaches and methods have been implemented to address the challenges in teaching writing. Previous studies have reported that genre-based instruction provides opportunities for students to understand text structures and language features systematically. In addition, collaborative learning and scaffolding have been found to enhance students' participation and writing performance. The teaching and learning cycle, which consists of Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), has been widely employed to support writing instruction. Several studies have revealed that the implementation of the cycle-based approach contributes positively to students' writing achievement and motivation because students receive gradual guidance before producing texts independently.

Despite these findings, previous studies have mainly emphasized the effectiveness of the approach in improving students' writing scores and learning outcomes. Most of them focused on quantitative measurements and paid limited attention to how the cycle-based writing method is implemented in actual classroom practices. In addition, the challenges encountered by teachers and students during the implementation process have received less attention. Since successful instruction depends not only on the effectiveness of a method but also on how it is practiced in real classroom contexts, investigating the implementation process and the difficulties experienced by participants becomes equally important. Therefore, there is still a need for studies that provide a comprehensive description of classroom practices and the challenges encountered during the implementation of the Cycle-Based Writing Method.

SMA Negeri 1 Jatibarang Brebes is one of the schools that implements the Cycle-Based Writing Method in English learning. Through the stages of Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text, students are expected to develop their writing ability gradually. However, differences in students' language proficiency, limited classroom time, and students' confidence in expressing ideas may influence the effectiveness of the instructional process. Consequently, understanding how the method is implemented and identifying the challenges experienced by teachers and students are necessary to provide insights into the practical application of the method in an Indonesian EFL context.

Unlike previous studies that mainly focused on learning outcomes, this study emphasizes the implementation process of the Cycle-Based Writing Method and explores the challenges encountered by both teachers and students during classroom activities. By providing a detailed description of the instructional stages and classroom realities, this study contributes to the understanding of how the method operates in practice and offers practical implications for English teachers in conducting writing instruction. In addition, the findings are expected to enrich the literature on genre-based pedagogy and writing instruction in EFL contexts.

Therefore, this study aims to investigate the implementation of the Cycle-Based Writing Method in English learning at the eleventh grade of SMA Negeri 1 Jatibarang Brebes and to identify the challenges encountered by teachers and students during its implementation. To achieve these objectives, this study employed a descriptive qualitative approach through classroom observations, interviews, and documentation to obtain a comprehensive understanding of the teaching and learning process.

Literature Review

The Concept of Writing

Writing is one of the productive skills that enables learners to communicate ideas and information through written language. According to Harmer (2004), writing is a process that involves planning, drafting, editing, and producing a final version of a text. Similarly, Brown (2001) stated that writing requires learners to organize ideas and apply appropriate linguistic elements. Therefore, writing is regarded as a complex skill because it integrates content, organization, vocabulary, grammar, and mechanics.

Teaching Writing in EFL Context

Teaching writing in English as a Foreign Language (EFL) contexts presents various challenges. Students often experience difficulties in generating ideas, organizing information, and using appropriate vocabulary and grammar. Consequently, teachers need to provide sufficient guidance and create

meaningful learning experiences to help students develop their writing competence. Effective writing instruction should facilitate students throughout the writing process rather than focusing solely on the final product.

Cycle-Based Writing Method

The Cycle-Based Writing Method is derived from the genre-based approach and emphasizes scaffolding during the learning process. According to Feez and Joyce (1998), the method consists of a sequence of instructional stages that gradually support students in understanding and producing texts. Through these stages, students are guided from acquiring background knowledge to constructing texts independently. The method also promotes collaboration and active participation in classroom activities.

Stages of Cycle-Based Writing Method

The Cycle-Based Writing Method consists of four stages, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). During BKOF, students are introduced to the topic and related knowledge. In MOT, students analyze model texts and identify their language features and generic structures. JCOT emphasizes collaboration between teachers and students in constructing texts, whereas ICOT allows students to produce texts independently. These stages provide gradual scaffolding that supports students in developing writing competence.

Previous Studies

Several studies have reported the positive impact of genre-based instruction and teaching-learning cycles on students' writing achievement. Previous research mainly focused on measuring students' writing performance and learning outcomes. However, limited studies have explored the implementation process of the Cycle-Based Writing Method and the challenges encountered by teachers and students in classroom practices. Therefore, investigating the implementation process and classroom challenges is important to provide a more comprehensive understanding of the application of the method in EFL contexts.

Research Method

Research Design

This study employed a descriptive qualitative design to investigate the implementation of the Cycle-Based Writing Method in English learning and to identify the challenges encountered during its implementation. Qualitative research was considered appropriate because it enabled the researcher to obtain a comprehensive understanding of classroom practices and participants' experiences in natural settings.

Participants and Setting

This study was conducted at SMA Negeri 1 Jatibarang Brebes. The participants consisted of one English teacher and eleventh-grade students. The teacher was selected because she implemented the Cycle-Based Writing Method in teaching writing, while the students were involved to provide information regarding their learning experiences and the challenges encountered during the instructional process.

Data Collection

The data were collected through classroom observations, interviews, and documentation. Classroom observations were conducted to examine the implementation of the Cycle-Based Writing Method during English learning activities. Semi-structured interviews were carried out with the English teacher and selected students to obtain in-depth information regarding their experiences and challenges during the implementation process. In addition, documentation, including lesson plans, teaching materials, and photographs of classroom activities, was used to support the data obtained from observations and interviews.

Data Analysis

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting and organizing the collected data, while data display facilitated the interpretation of the findings. Finally, conclusions were drawn and verified continuously throughout the research process. To ensure the credibility of the findings, triangulation was employed by comparing information obtained from observations, interviews, and documentation.

Finding (s)

Preparation Stage

Before conducting the teaching and learning process, the teacher prepared instructional materials and lesson plans based on the curriculum and learning objectives. The materials focused on passive voice and were designed to facilitate students' understanding through the stages of the Cycle-Based Writing Method. In addition, the teacher prepared examples of texts and learning activities to support students' participation during classroom instruction.

Building Knowledge of the Field (BKOF)

The implementation of the Cycle-Based Writing Method began with the Building Knowledge of the Field (BKOF) stage. In this stage, the teacher introduced the topic and activated students' background knowledge by asking several questions related to the material. The teacher also explained the context and objectives of the lesson to encourage students' engagement. Classroom observations revealed that students actively responded to the teacher's questions and participated in discussions, although some students still showed limited confidence in expressing their ideas.

Modeling of the Text (MOT)

During the Modeling of the Text (MOT) stage, the teacher provided examples of texts and explained their generic structures and language features. Students were guided to identify the characteristics of passive voice constructions and analyze examples provided by the teacher. Through this activity, students gained a better understanding of the grammatical patterns and structures required in writing. The observations indicated that most students paid attention to the explanations and participated actively in identifying language features.

Joint Construction of the Text (JCOT)

In the Joint Construction of the Text (JCOT) stage, students worked collaboratively with their peers under the teacher's guidance. They discussed the tasks, shared ideas, and constructed sentences together. The teacher provided assistance and feedback whenever students encountered difficulties. The collaborative activities enabled students to exchange ideas and learn from one another. The findings showed that students were more actively involved in classroom activities during this stage and demonstrated greater confidence in completing writing tasks.

Independent Construction of the Text (ICOT)

The final stage of the Cycle-Based Writing Method was Independent Construction of the Text (ICOT). In this stage, students were required to complete writing tasks individually by applying the knowledge and skills acquired in previous stages. The findings revealed that students were able to construct sentences independently and demonstrated an understanding of passive voice structures. However, several students still experienced difficulties related to vocabulary and grammar. Despite these challenges, students showed greater confidence and independence in accomplishing the tasks.

Evaluation

The teacher evaluated students' learning outcomes through classroom assignments and individual exercises. Feedback was provided to help students identify and correct their mistakes. The evaluation process indicated that the Cycle-Based Writing Method facilitated students' understanding of the material and encouraged active participation during the teaching and learning process.

Challenges Encountered by the Teacher and Students

The findings also revealed several challenges encountered during the implementation of the Cycle-Based Writing Method. From the teacher's perspective, limited instructional time and differences in students' abilities became major obstacles in conducting all stages effectively. Meanwhile, students experienced difficulties related to limited vocabulary, grammatical mastery, and low confidence in expressing ideas in written form. These challenges influenced students' performance and required continuous guidance from the teacher throughout the learning process.

Discussion

The Implementation of the Cycle-Based Writing Method in English Learning

The findings revealed that the implementation of the Cycle-Based Writing Method in English learning at the eleventh grade of SMA Negeri 1 Jatibarang Brebes was conducted through four stages, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the

Text (JCOT), and Independent Construction of the Text (ICOT). These stages enabled students to learn writing gradually and reflected the scaffolding principle proposed by Feez and Joyce (1998). The implementation of the stages provided students with opportunities to acquire background knowledge, understand text characteristics, collaborate with peers, and eventually construct texts independently.

This finding is consistent with previous studies reporting that the teaching and learning cycle facilitates students' writing development through systematic guidance. The BKOF and MOT stages helped students understand the context and language features of the material, while the JCOT stage promoted interaction and collaboration among students. Furthermore, the ICOT stage encouraged students to apply their knowledge independently. These findings indicate that gradual support contributes positively to students' participation and learning experiences. However, unlike previous studies that mainly focused on students' writing achievement, this study provides a detailed description of how the Cycle-Based Writing Method was implemented in an actual classroom context.

The Contribution of Collaborative Learning and Scaffolding

The findings also showed that collaborative learning during the JCOT stage encouraged students to exchange ideas and increased their confidence in completing writing tasks. Teacher assistance and peer interaction enabled students to overcome difficulties encountered during the learning process. This finding supports the concept of scaffolding, which emphasizes the importance of providing support according to students' learning needs. Through collaboration and guidance, students gradually became more independent during the ICOT stage.

The results are in line with previous research indicating that collaborative learning contributes positively to students' engagement and writing performance. Nevertheless, the present study found that students' active participation varied depending on their language proficiency and confidence. Therefore, the effectiveness of collaborative learning was influenced not only by the instructional stages but also by individual differences among students.

Challenges Encountered by the Teacher and Students

Despite the positive contributions of the Cycle-Based Writing Method, several challenges were identified during its implementation. Limited instructional time and differences in students' abilities became obstacles for the teacher in conducting all stages effectively. In addition, students experienced difficulties related to vocabulary mastery, grammar, and confidence in expressing ideas in written forms. These problems are common among EFL learners and have been widely discussed in previous studies on writing instruction.

Although previous studies generally reported positive effects of genre-based instruction, they paid limited attention to the practical challenges encountered during classroom implementation. In contrast, this study revealed that successful implementation depends not only on the method itself but also on classroom management, students' readiness, and the teacher's ability to provide continuous guidance. Therefore, teachers should adapt instructional activities according to students' needs and allocate sufficient time for each stage of the learning cycle.

Implications of the Study

The findings suggest that the Cycle-Based Writing Method can facilitate students' writing development and increase their participation in English learning. The method provides systematic guidance that helps students understand the material and develop writing skills gradually. In addition, the findings contribute to the existing literature by providing insights into the implementation process and the challenges encountered in Indonesian EFL classrooms. These findings may serve as references for English teachers in designing writing instruction and for future researchers interested in genre-based pedagogy and writing instruction.

Conclusion

This study aimed to investigate the implementation of the Cycle-Based Writing Method in English learning at the eleventh grade of SMA Negeri 1 Jatibarang Brebes and to identify the challenges encountered during its implementation. The findings indicate that the method was implemented through four interconnected stages, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The implementation of these stages provided systematic support that enabled students to participate actively and gradually develop their writing ability. In addition, collaborative learning and teacher

scaffolding played important roles in facilitating students' understanding and encouraging their confidence in completing writing tasks.

Despite several challenges related to limited instructional time, differences in students' language proficiency, and students' difficulties in vocabulary, grammar, and confidence, the findings suggest that the Cycle-Based Writing Method can support writing instruction in the Indonesian EFL context. More importantly, this study contributes to the existing literature by providing a comprehensive description of the implementation process and the challenges encountered during classroom practices, aspects that have received relatively limited attention in previous studies. Therefore, the findings offer practical insights for English teachers in implementing genre-based writing instruction and contribute to a better understanding of the application of the Cycle-Based Writing Method in actual classroom settings. Future studies are recommended to investigate the implementation of the method in different educational contexts and employ various research designs to obtain broader perspectives on its effectiveness and challenges.

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