The Impact of Genre-Based Instruction Workshops on Knowledge and Confidence:

The Case of Indonesian Lecturers in Social Sciences and Humanities in Writing Articles for International Journals

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Abstract

Although more and more Indonesian scholars are successful in publishing their research articles in mainstream international journals published in English, many of those from Social Sciences and Humanities still find it very hard to get their manuscripts accepted by the international journals. This is partly because they are not familiar with the common rhetorical and linguistic features of international journal articles. This study is aimed at helping Indonesian scholars improve their motivation and knowledge on article journal writing so that the articles are more acceptable for international journal editors and reviewers. We used a simple experimental design with only one group of participants; they were introduced to and trained in writing research articles for international journal publication using Burgos' genre-based instruction (GBI) method (2017). The method consists of three stages: deconstructing a model text, joint text construction between instructors and participants and participants constructing their own texts individually. Before and after the workshops, we asked them to complete an attitude questionnaire. The results reveal that the genre-based method is effective in motivating lecturers to write articles for international journals and improving their confidence in writing better articles in terms of not only their rhetorical structure but also their linguistic features. We therefore strongly recommend that lecturers or instructors should use GBI method not only for the teaching of academic writing to university students but also to the faculty members to help them write research articles to be submitted to a reputable international journal.

1. Introduction

International journal publication is becoming more important for university lecturers and postgraduate students not only in developed countries but also in developing countries such as Indonesia (Dujsik, 2013; Adnan, 2014; Arsyad & Adila, 2018). This is because, according to Kemenristekdikti (2016), research results must be published in reputable international journals in order to make them accessible for wider community. Rifai (1995) even considers that those who have received research funds from the government must publish their research results in journals to disseminate the important information because the main objective of conducting a piece of research is to help people solve the problems and those who do not comply with this responsibility can be taken to court. Also, by publishing research results in international journals more experts will review them and therefore, the results will bring about real impact in their fields (Coleman, 2014 and Day, 2017). Through international journal publication, a country's higher education institutions or research and knowledge development can be measured.

One important indicator of the development of science and technology from a country is the number of research results published in journals and utilized by other people (Kemenristekdikti, 2016). At present, Indonesian publications at the international level are very minimal, and compared to neighbouring countries, such as Singapore, Malaysia, and Thailand are still far behind. The possible impact resulting from the low scientific publications of Indonesian researchers in the international community is the low competitiveness of the nation in the international community so that it will indirectly affect the rate of economic growth in Indonesia.

In the Indonesian context, appreciation from the government for the efforts of the authors to publish in internationally reputable journals, according to Kemenristekdikti (2016), has been sought through an international publication incentive program organized by the Ministry of Research and Technology, Ministry of Finance Education Fund Management Institution (LPDP). Also, every university has allocated its budget to motivate its faculty members to publish in reputable international journals and as a driver of increased Indonesian scientific publications in the international level. However, Indonesian scholars in Social Sciences and

Humanities are far behind those in Sciences, Engineering, and Medical Sciences in terms of international journal publication (Arono & Arsyad, 2019). This is partly because, the Indonesian scholars in Sciences, Engineering, and Medical Sciences have better access to literature in English and their English ability is better than those in Social Sciences and Humanities (Adnan, 2014). According to Adnan, unlike those in Social Sciences and Humanities, the majority of them graduated from universities abroad in which English is used as a medium of instruction or from better quality national universities in Indonesia.

Challenges in writing articles for reputable international journals are not only experienced by Indonesian authors. Suryani et al., (2015) claim that, unlike authors from Anglo-western countries, authors from South-East Asian (ASEAN) countries such as Indonesian, Thailand, The Philippines, Brunei, and Malaysia often experience problems in providing an evaluative summary of other researchers' work in the literature review section of their articles. According to Suryani et al., these authors prefer 'conventional academic culture to save face and respect a rigid system of seniority' to criticizing the works of others in academic writing (p.125). Therefore, as Suryani et al., suggests, these authors need to adjust their academic writing culture to that acceptable by international readers when writing an article in English if they are willing to be successful in international journal publication.

1.1. Literature Review

One of the effective teaching methods on the teaching of academic writing especially for university students is genre-based instruction (GBI). Widodo (2006) suggests that, GBI in foreign or second language writing is '...teaching learners how to make use of language patterns to achieve a coherent, purposeful composition' (p.173). According to Widodo, GBI was developed from systemic functional grammar in which language and its function is correlational. Thus, in GBI a teacher needs to explain and show students three aspects of an academic text: purpose, organization and audience and train them how to write such academic texts successfully based on its particular purpose, organization and audience.

The majority of studies on implementing GBI in academic writing classes, such as Ariyanfar & Mitchell (2020), Nagao (2018), Uzun and Topkaya (2018), Almacıoğlu & Okan (2018), Burgos (2017), Ueasiriphan & Tangkiengsirisin (2018), Correa & Echeverri (2016) and Yang (2016) to name a few, were conducted on university undergraduate students either from English as a foreign language (EFL) or English as a second language (ESL) environment. These studies

found that GBI is effective in helping students improve their academic writing ability, reducing the anxiety levels and promoting positive psychology of students when writing in English. GBI also helped integrate language learning and cultural knowledge, take writing as both process and results, emphasize learning interaction and leading to a mutual promotion between reading and writing (Yang, 2016). Students taught using GBI have been found aware of generic structure of recount texts such as social purposes, language features and schematic structure (Tuan, 2011), metacognitive aspect of declarative writing (Almacıoğlu & Okan, 2018), interpersonal meaning in writing argumentative essays in English (Nagao, 2018) and context, purpose and audience in writing Correa and Echeverri (2016). In addition, the implementation of GBI in academic writing classes has also been found effective in enhancing student's grammar, knowledge of subject matter and stylistic convention of English academic writing (Samsudin & Arif, 2018). Similarly, Ariyanfar and Mitchell (2020) found that GBI is better than Mobile-Assisted Dynamic Assessment methodology in terms of shorter time needed to produce a piece of writing, producing more confident students in writing as well as better syllabus for the teaching of academic writing subject.

Apart from improving student's writing knowledge and skills, studies also found that students have positive attitude towards the use of GBI in academic writing classes. Nagao (2018) and Ueasiriphan & Tangkiengsirisin (2019), for example, found that students taught using GBI had positive perceptions on the teaching writing method when used to teach engineering students to write work instruction and EFL students to write argumentative essays. In addition, the students were also found satisfied with the teaching methods, activities and exercises and more confident in writing (Changpueng, 2013; Rashidi & Mazdayasna, 2016). This is probably because the students were introduced to the important knowledge on organization and linguistic features of a particular academic genre before they were taught and assigned to write a similar text, either inside or outside the classroom, individually or in a group.

In Indonesian academic context, studies on the impact of genre-based instruction have been conducted by Batubara (2013), Wijayanti et. al., (2017), and Arono & Arsyad (2019). Batubara (2013), for example, found that GBI was effective in improving junior high-school students' ability in writing essays in English particularly on the language quality of their essays. Similarly, Wijayanti et al., (2017) found that GBI was effective in encouraging undergraduate students to think cognitively in their research proposal writing processes through various activities, such as discussion, analysing samples of proposals, and collaborative writing

activities. According to Wijayanti et al., the more active thinking processes helped the students improve the quality of their research proposals.

A more recent study on the implementation of GBI on academic writing processes was reported by Arono & Arsyad (2019) who investigated the effect of genre-based method on the quality of journal articles written by university lecturers in social sciences and humanities. Arono & Arsyad found that genre-based method was effective in improving the rhetorical quality of lecturers' journal articles. This is, according to Arono and Arsyad, because of the more active writing teaching and learning processes which run from building the knowledge of participants on the criteria of ideal texts and working collaboratively between participants and instructors to working individually to write a better journal article.

1.2. The Rationale for the Study

As presented above, the majority of studies proving the effectiveness of GBI method on the quality of writing products were conducted on secondary school students and undergraduate university students who can be classified as learning or novice writers. The only study focusing on texts written by more experienced writers or university lecturers was conducted by Arono & Arsyad (2019). However, this study only focused on investigating the rhetorical quality improvement of the journal articles quantitatively in terms of text organization quality. In other words, Arono & Arsyad's study focused on the quality of writing product as a result of writing workshops using GBI method; however, this study did not investigate how the lecturers perceived the use of GBI in workshops to help the lecturers improve their knowledge and confidence in writing articles for international journals in English. This is the main reason for the present study; that is to investigate the effect of GBI workshop on the knowledge and confidence of university lecturers in Social Science and Humanities in writing research articles in English to be submitted to an international journal from their point of views. Therefore, we addressed the following questions as a guideline in this study:

1) How do the lecturers perceive the use of GBI in workshops of writing international journal articles in English?

2) Can GBI help improve the workshop participants' motivation in writing articles for international journals?

3) Is GBI effective in improving the workshop participants' competence in writing articles for international journals?

1.3. Theoretical Framework

1.3.1. Genre-Based Instruction in the Teaching of Academic Writing

Genre-based instruction in academic writing classes or in English for academic purposes (EAP) context has been used and is becoming more popular among teachers or lecturers of English as a foreign and second language because it is one of the most efficient methods especially in preparing international students to study in an English speaking country or where English is used as a means of instruction (Dudley-Evans, 1997 as cited in Deng et al., 2014).

Hyland (2007) suggests that there are several important reasons for using genre-based writing instruction; these are 1) writing is a social activity which must be done on a clear purpose, for intended audience, and clear context; 2) learning to write is a needs-oriented activity in which students must have a clear vision of what, why, when and how they need such writing skill; 3) learning to write requires explicit outcomes and expectations; 4) learning to write is a social activity and 5) learning to write involves learning to use language. Thus, according to Hyland, the use of GBI in writing academic instruction is the most suitable approach because writing and the teaching of writing are social communication activities as people do in real life and genre theory deals with. The presentation of genre knowledge involves making explicit certain underlying principles of academic discourse and presenting and practicing certain regular patterns of text, usually referred to as "moves" and the practice of language realizations of these moves and other linguistic features, which are characteristic of academic text. The idea of Move and Step analyses, as Bhatia (1997) points out, is not only to interpret and maintain generic integrity but also to account for the complex communicative realities of the world.

According to Martin (1993), students or novice writers should be directly taught a particular written genre such as essays, thesis, exam paper and so on by showing them the good models of such genre, their pattern and linguistic features, their elements and sequencing before they are assigned to produce samples of the same genre of their own in group and individually. Martin adds that direct and explicit teaching of academic genre is particularly important in the environment in which students rarely find or read samples of such genre and therefore indirect or unconscious process of picking the important rhetorical and linguistic features of such specific genre may be impossible. Similarly, according to Carstens (2009), GBI provides

students with knowledge on necessary communicative units with a particular purpose contained in particular type of genre such as essay, paper, article and so on and trained them how to write a text with such communicative units correctly and appropriately. Similarly, according to Foz-Gil and Gonzalez-Pueyo (2009), much of the materials in the GBI to teaching academic writing include some structural moves such as establishing a territory, establishing a niche and announcing the research in a research article introduction.

1.3.2. GBI Method for Workshop and Training of Writing Journal Articles

Following Feez (1998), Bhatia (2004), Bawarshi & Reiff (2010) and Rose & Martin (2012), Burgos (2017) suggests that there are three main stages of implementing GBI method in the teaching of academic writing; these are deconstructing a model text, joint text construction between instructors and participants and participants constructing their own texts individually. According to Burgos, in the deconstruction model text, the participants are shown with examples the key sections and subsections or elements, the lexico-grammar patterns and the linguistic features of the text of the same genre. In the joint construction stage, the instructor and participants work together revising or rewriting a sample of research article draft using the knowledge and experience they obtain from the first stage. Finally, in the individual text construction, the participants compose, revise and edit their articles with help from the instructors.

In addition, in the deconstruction stage, it is the instructor who is more dominant and active; in join construction, instructor and participants play an equally active role in constructing or revising a model text while in independent text construction, it is the participants who are more dominant (Yang, 2016). According to Yang, the principle behind genre-based teaching cycle is that, '... teachers build discourse field and register; it promotes students' learning and help them to develop specific knowledge field and ultimately help them build distinctive language patterns in certain genre' (p. 38). In other words, the teaching writing processes through GBI method moves from building the knowledge of participants on the criteria of a good text to working together in writing a good quality text and working individually to write the participant's own text with the help from the instructors. However, GBI may be effective only in helping lecturers improve their knowledge and skills on the organization and lexico-grammatical features but not on the content quality of their articles. This is because as Dirgeyasa (2016) claims,

[GBI] as an approach to teaching and learning writing is a matter of mixed approach between process and product approach. … As an approach, genre refers to process of writing showing its systematic orders or steps to follow either by teachers or students. Whereas, genre as a product shows its distinctive features of writing either in terms of organization, physical design or layout, and also communicative purpose and linguistics features used.

In other words, GBI may help lecturers to be familiar with the appropriate organizational structure and linguistic devices commonly found in published journal articles and to be capable of using the knowledge to write and/or edit their manuscripts for international journals.

2. Method

In order to answer the above questions (see the rational for the study in the introduction section), we conducted a study using an experimental design following *A/B Design* by Creswell (2012). *A/B Design* is the experimental design without any control group as the comparison. *A design* means making observations and measurements before being given an intervention, while *B design* means making observations and measurements after being given an intervention.

2.1. The Participants of the Research

The participants in this study were 36 university lecturers in Social Sciences and Humanities coming from five different universities and an institute in Bengkulu. The distribution of the research participants is presented in Table 1 below.

Table 1 Distribution of Research Participants

Universitie/Institute	Number of Participants	%
Bengkulu University	24	66,7
Bengkulu Muhammadiyah University	1	2,8
Dehasen University of Bengkulu	4	11,1
Hazairin University of Bengkulu	2	5,6
State Islamic Institute of Bengkulu	5	13,8
Total	36	100%

As can be seen from Table 1, the number of participants from each university and institute is different; this is because the lecturers who were invited to participate in this workshop and mentoring were those who had written an article draft either as a single author or as a group

author. During the workshop activities, we introduced the workshop participants to the rhetorical structure models of main sections and subsections of a research article (see Appendix 1). We also introduced them to the use of the correct and appropriate grammar of published journal articles, such as tenses, voice, and reporting verbs when citing other people's works, discourse and metadiscourse markers, mechanics, and the simple and complex sentences. Then, we asked them to write and revise their article drafts and submitted them to the research team to analyse and correct.

We, then, invited the lecturers again to participate in the second workshop and mentoring to discuss the necessary revision to take in their drafts. A third workshop was conducted after all participants successfully revised their drafts following corrections and suggestions given by the workshop instructors. The participants could also discuss the revision of their drafts individually with the instructor face-to-face or via online communication tools such as email, whatsApp or short messages.

Before the first workshop was conducted, we asked the participants to fill in questionnaire part A while at the end of the workshop and mentoring period, we asked them to fill in the questionnaire parts B, C and D (The questionnaire is attached in Appendix 2). The questionnaire was an attitude questionnaire to explore the perceptions of the research participants about the effectiveness of GBI method in helping them improve the rhetorical and linguistic quality of their journal article drafts. We adopted the questionnaire from Rashidi and Masdayasma (2016) consisting of four sections with 23 questions or items in total. The first section consisting of five items (items 1-5) explored the participants' opinion concerning article writing for international journal publication. The second section consisting of five items (items 6-10) examined the participants' perception concerning the implementation of GBI method in the teaching of journal article writing. The third section consisting of five items (items 11-15) inquired the participants' opinion concerning the improvement on five aspects of article writing (content, grammatical structure, word choice, discourse organization and mechanics) after GBI training and mentoring programs. Finally, the last section consisting of eight items (items 16-23) scrutinized the participants' views concerning their article writing ability at the end of workshops. The workshop participants were required to express their perceptions or opinions about each statement by marking the options on a five-point Likkert scale as follows: 5 (Strongly Agree), 4 (Agree), 3 (Not Sure), 2 (Disagree) and 1 (Strongly Disagree). Although

the questionnaire items are written in English, the instructors helped the participants when completing the questionnaire if they were not sure what the items mean.

In order to answer the three research questions above, a paired sample t-test and linear regression were used to find out: (1) whether or not there is a change in motivation experienced by the lecturers in writing articles journal after attending GBI workshops, and (2) whether or not there is a relationship between the GBI workshop activities on the changing of lecturers' motivation to write the articles journal, and (3) whether or not there is a relationship between the activities GBI workshops and the lecturers' knowledge in writing articles journal.

3. Results and Discussion

3.1. Results

3.1.1. The Lecturers' Perception about Article Writing before the Workshop

We used four indicators to measure the attitude and beliefs of the lecturers regarding the GBI workshops: (1) lecturers' perceptions about article writing at the beginning of the workshop program; (2) lecturer's perceptions about the implementation of GBI in writing journal articles; (3) lecturers' perceptions about the improvment on five aspects of article writing (content, grammatical structure, word choice, discourse organization and mechanics) after GBI workshops; and (4) lecturers' perceptions about writing research article for international journal publication after the workshops. The lecturers' perception about journal article writing before the workshops began is summarized in the following table.

Table 2. Lecturers' Perceptions about Article Writing at the Beginning

of the Mentoring Programs

Questions/Items		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Q1. I hate writing journal articles	Frequency	8	19	5	2	2	36
	Percent	22,2	52,8	13,8	5,6	5,6	100
Q2. I feel nervous when I was asked to write a journal article	Frequency	3	17	3	12	1	36
	Percent	8,3	47,3	8,3	33,3	2,8	100
	Frequency	5	19	6	3	3	36

Q3. I found writing an article very difficult since I never had any form of journal article instruction before	Percent	13,8	52,8	16,8	8,3	8,3	100
Q4. My minds seemed to go blank whenever I began writing a journal article	Frequency	3	9	9	14	1	36
	Percent	8,3	25	25	38,9	2,8	100
Q5. Writing a journal article was a difficult skill for me to learn	Frequency	3	10	11	11	1	36
	Percent	8,3	27,7	30,6	30,6	2,8	100

As can be seen in Table 2, for Q1, a small number of participants (11.2%) reported that they did not like writing journal articles while the majority of them - 75% - stated that they like writing the journal articles. Then, for Q2, as many as 36,1% of the participants felt nervous when they were asked to write a journal article while only a small number of them (5,6%) did not feel nervous in writing a journal article. Next, for Q3, a small number of participants (16.6%) found that writing an article difficult since they never had experience to write the journal articles in the past before participating in the workshop activities. Furthermore, for Q4, as many as 41,7% participants did not know how to start writing the journal articles and 33,3% of them did not know what to write every time they started writing a journal article. Finally, for Q5, as many as 31,4% participants declared that writing a journal article was a difficult skill for them while 30,6% of them answered that writing a journal article was not a difficult skill. Overall, the majority of the participants reported that they like writing articles for international journals but felt nervous when being asked to do so. They also found writing journal articles difficult and did not know how and where to begin.

3.1.2. Lecturers' Perception about Genre Based Instruction (GBI)

Data about lecturers' view on GBI based workshops of writing journal articles after they attended three workshops are given in Table 3 below.

Table 3. Lecturers' Perceptions about GBI in Writing Journal Articles

Questions/Items		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Q6. The class activities such as model texts and slides provided by the instructor were useful	Frequency	1	2	0	20	13	36
	Percent	2,8	5,6	0,0	55,6	36,1	100
Q7. The teaching method of having participants analyse sample articles in class and then asking them to write articles of their own proved fruitful.	Frequency	1	2	3	19	11	36
	Percent	2,8	5,6	8,3	52,8	30,6	100
Q8. Highlighting the moves and steps for each section of the journal articles with the help of slides facilitated the task of writing journal articles	Frequency	1	1	1	21	12	36
	Percent	2,8	2,8	2,8	58,3	33,3	100
Q9. I can write a journal article because I can recall the moves and steps of each section of a journal article	Frequency	1	1	5	27	2	36
	Percent	2,8	2,8	13,9	75	5,6	100
Q10. I have benefitted by writing a journal article as homework	Frequency	3	1	0	19	13	36
	Percent	8,3	2,8	0	52,8	36,1	100

To answer research question number 1, Table 3 shows that for Q6, a majority of participants (91.7%) reported that they benefitted from classroom activities during the workshops, such as from article models and power point slides that were presented by the instructor, while 8,4% of them said that they did not benefit from the classroom activities. Then, for Q7, a majority of participants (83.4%) found that asking participants to analyze sample articles in class then to write their own articles during the workshops is very useful, while a small number of them (5.6%) said these activities are not useful. Next, for Q8, a majority of participants (91.6%) answered that highlighting Move and Steps during the workshops was very helpful in learning the organization of journal articles, while a small number of them (5,6%) answered that these activities are not helpful. Furthermore, for Q9, a majority of participants (80.6%) answered that they could write journal articles because they are already familiar with Moves and Steps in each section of the journal articles, while a small number of them (5.6%) answered that they still couldn't write the journal articles after the workshops. The last, for Q10, a majority of participants (88.9%) reported that writing a journal article as homework is very useful while only a small number of them (11.1%) answered that writing a journal article as a homework task is not useful. Thus, overall the data indicate that the majority of participants found that GBI based workshop is effective in helping them improve their knowledge and skills in organizing ideas following the rhetorical models presented in the workshops when writing a journal article.

3.1.3. Lecturers' Perception about the Improvement of their Article Writing Knowledge

The next tabel displays lecturers' perceptions about the improvement on five aspects of their knowledge in article writing.

Table 4. Lecturers' Perceptions about the Improvment of Their Knowledge in Article Writing

Questions/Items		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Q11. I think my knowledge about the content and structure of each section of a journal article has improved	Frequency	2	0	1	21	12	36
	Percent	5,6	0	2,8	58,3	33,3	100
	Frequency	0	2	4	24	6	36

Q12. I can use appropriate words in my article writing now	Percent	0	5,6	11,1	66.7	16.7	100
Q13. I can organize the content of the article efficiently	Frequency	1	1	4	25	5	36
	Percent	2.8	2.8	11.1	69.4	13.9	100
Q14. I can use the correct grammar while writing a journal article after receiving instruction on grammar	Frequency	1	1	3	25	6	36
	Percent	2.8	2.8	8.3	69.4	16.7	100
Q15. I think my knowledge about mechanics has improved during the training and mentoring	Frequency	2	0	1	24	9	36
	Percent	5.6	0	2.8	66.7	25	100

To answer research question number 2, Table 4 shows how respondents perceive the improvement of their knowledge in journal article writing. The 5 aspects of statements contained in the above table are about content and structure of article, the use of appropriate vocabulary, organization of the article, correct grammar, and mechanics. For Q11, a majority of particiapnts (91.6%) answered that their knowledge on the content and organization of each section of the journal articles improved while a small number of them (5.6%) answered that their knowledge did not inprove. Then, for Q12, a majority of particiapnts (83.4%) answered that they could use the right words in writing articles, while a small number of them (5.6%) answered that they can not use the right words in their articles. Next, for Q13, a majority of participants (83.3%) answered that they could organize the content of the article efficiently, while only a small number of them (5.6%) answered that they couldn't can not write an article efficiently. Furthermore, for Q14, a majority of participants (86.1%) answered that they could use the correct grammar when writing journal articles after receiving instructions on grammar, while only a small number of them (5.6%) answered they could not use the correct grammar. Finally, for Q15, a majority of participants (91.7%) answered that their sense of mechanics improved during the workshops while only a small number of them (5.6%) answered that their

sense of punctuation did not increase. Thus, overall the results demonstrate that the majority of participants found that GBI is effective in helping them improve their knowledge on linguistic aspects of journal articles.

3.1.4. Lecturers' Perception about Article Writing after Workshops

Finally, the following table presents the data on how lecturers perceive writing research article for international journal publication after a series of workshops.

Table 5. Lecturers' Perception about Writing RAs after Workshops

Questions/Items	Types of Data	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Q16. I think I like writing a journal article after receiving genre-based instruction	Frequency	2	0	5	23	6	36
	Percent	5.6	0.0	13.9	63.9	16.7	100
Q17. I feel relieved whenever instructor tells me to write an article	Frequency	1	1	3	25	6	36
	Percent	2.8	2.8	8.3	69.4	16.7	100
Q18. This training and mentoring program provided adequate opportunities for writing journal articles	Frequency	1	1	1	20	13	36
	Percent	2.8	2.8	2.8	55.6	36.1	100
Q19. I think writing high quality article is important for my academic career	Frequency	2	0	0	17	17	36
	Percent	5.6	0	0	47.2	47.2	100
Q20. I feel satisfied when I read my article before I ask my friends do it	Frequency	1	0	8	20	7	36
	Percent	2.8	0	22.2	55.6	19.4	100
Q21. I feel confident when	Frequency	1	1	4	24	6	36

writing a journal article now	Percent	2.8	2.8	11.1	66.7	16.7	100
Q22. I need to write journal	Frequency	1	1	0	20	14	36
articles in my prospective career	Percent	2.8	2.8	0	55.6	38.9	100
Q23. After receiving the genre-based instruction and	Frequency	1	1	2	23	9	36
practicing writing articles, now I can write an article better in comparison to the beginning of the training	Percent	2.8	2.8	5.6	63.9	25	100

In answering research question number 3, Table 5 shows that the perceptions after following the process of mentoring the writing journal articles. There are 8 (eight) items that are related to this aspect. First, for Q16, a majority of participants (80.6%) answered that they like writing journal articles after attending GBI workshops, while a small number of them (5.6%) answered they still dislike writing journal articles. Second, for Q17, a majority of participants (86.1%) reported that they felt relieved when the instructor asked them to write a journal article after attending the workshops, while only 5.6% participants answered that they were still unhappy. Third, for Q18, a majority of participants (91.7%) answered that these workshop and training programs provided an opportunity for them to write journal articles, while only a small number of them (5.6%) answered that these programs didn't give the opportunities for them to write an article. Fourth, for Q19, a majority of participants (94.4%) answered that writing good quality articles is very important for their academic careers, while a small number of them (5.6%) answered that writing good quality articles is not very important for their academic careers. Fifth, for Q20, a majority of participants (75%) answered that they were satisfied when reading their own articles before asking friends to read them, while only a small number of them (2.8%) answered that they were not satisfied. Sixth, for Q21, a majority of participants (83.4%) answered that they felt confident when writing a journal article after attending the workshops, while only a small number of them (5.6%) answered that they were still not confident. Seventh, for Q22, a majority of participants (94.5%) answered that writing journal articles is necessary for their career, while a small number of them (5.6%) answered that writing journal articles is not necessary for their career. Finally, for Q23, a majority of participants (88.9%) reported that

they could write articles better than before after attending the workshops on writing journal articles using GBI method, while only a small number of them (5.6%) answered that they still couldn't write articles better even after they followed the workshops on writing journal articles. Thus, overall, the majority of the lecturers report that GBI based workshop is effective in improving their competence in writing articles for international journals.

3.1.5. The Lecturers' Motivation in Writing Articles for International Journals

There are two data sets used as a main source in order to determine whether or not there is a change in the lecturers' motivation before and after the workshops of writing journal articles. These data were taken from the scores of lecturers' perceptions about writing articles before and after workshop programs. Thus, in this section, a paired sample t-test was used to analyze the changing of the lecturers' motivation in writing the journal articles. Based on the normality test for both data, it was found that the *sig value* was 0,000 < 0,05 which means that both data were normally distributed. Then, homogenity test of data before and after workshops show that the *sig value* was 0,793 > 0,05 meaning that both data were homogeneous. The following table shows the results of the change in lecturers' motivation before and after the workshops.

Table 6. The Change of Lecturers' Motivation Before and After Workshops

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-11,917	7,549	1,258	-14,471	-9,362	-9,471	35	,000

Table 6 shows that the *sig value* (2-tailed) was 0,000 < 0.05. It can be concluded that the lecturers' motivation developed because of the workshop activities.

3.1.6. The Impact of GBI on Lecturers' Motivation to Write Articles

To find out whether or not the lecturers' motivation was caused by the activities during the workshops, we statistically analyzed the lecturers' perception about writing journal articles before and after attending the workshops. Based on the normality test for both data sets, it was found that the *sig value* was 0,000 < 0,05 meaning that both data were normally distributed.

Then, homogenity test of data before and after workshops show that the *sig value* was 0,230 > 0,05 which means that both data were homogeneous. The following table shows the impact of GBI workshops on the changing of lecturers' motivation to write the journal articles that was calculated by using linear regression.

Table 7. Coefficients Score of GBI on the Changing of Lecturers' Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	6,992	3,099		2,256	,031	,693	13,291
	Mentoring Process	1,255	,151	,819	8,325	,000	,949	1,561

As shown in Table 7, *sig value* was 0,000. Due to this is a 2-tailed test, the probability value is 0.05: 2 = 0.025. So, the *sig value* was 0,000 < 0.025, it can be concluded that there is an influence of the workshop activities on the changes in the lecturers' motivation to write the journal articles. In other words, the activities during the workshops gave great encouragement to the enthusiasm of lecturers in writing the journal articles.

3.1.7. The Impact of GBI on the Lecturers' Knowledge in Article Writing

To determine whether or not there is an influence of the workshop activities on improving the lecturers' knowledge and skills about five aspects of writing article (content, grammar, word choice, discourse organization, and mechanics), the data were taken from the score of lecturers' perception about writing journal articles and their perception about the improvement of knowledge of writing journal articles. Based on the normality test for both data, it was found that the *sig value* was 0,000 < 0,05 meaning that both data were normally distributed. Then, homogenity test of data before and after workshops show that the *sig value* was 0,564 > 0,05 which means that both data were homogeneous. Then, we continued the analysis using linear regression as seen in the table below.

Table 8. Coefficients Score of GBI on the Lecturers' Knowledge about writing Journal Articles

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4,978	2,099		2,371	,024	,712	9,244
	Mentoring Process	,742	,102	,780	7,272	,000	,535	,950

As indicated in Table 8, *sig value* was 0,000. Since this is a 2-tailed test, the probability value is $0.05 : 2 = 0.025$. So, *sig value* was $0,000 < 0.025$, it can be concluded that there is an influence of workshops on writing the journal articles on the increase of lecturers' knowledge or understanding related to the five aspects of article writing.

3.2. Discussion

Before GBI workshops were executed, the majority of the lecturers reported that they liked writing articles in English for international journals but felt nervous when being asked to do so. They also found writing journal articles challenging and they did not know how and where to begin. This is probably because the lectures had to write a journal article in English a language other than their native language while their English proficiency especially in writing is generally low (Arsyad et al., 2019). Similarly, Suryani et al., (2015) claim that the challenges for authors in South-east Asian (ASEAN) countries including Indonesia in writing journal articles in English are on the aspects of lexico-grammatical, discourse and cultural differences between their first language and English. According to Suryani et al., writing a journal article is not only presenting research findings in a written text; it involves writing academic writing with a particular set of conventions and styles and only the active members of the discourse community who are familiar with the conventions and styles are capable of producing the correct and appropriate articles.

The first research question in this study is how the lecturers perceive the use of GBI in workshops of writing articles for international journal. The results show that the majority of them reported that they have positive perception on and like GBI workshops in improving their knowledge and skills in writing articles for international journals. This is probably because the workshop activities such as giving article models and power point slides, asking participants to analyze sample articles in the class, then asking them to write their own articles following the moves and steps for each part of the journal article with the help of power point slides are

effective as they can remember the moves and steps of each part of the journal article that was given during the training. According to Carsten (2009) and Burgos (2017), in GBI based workshop participants were made aware of common generic structure of research articles, how to effectively achieve the communicative goals of each Move and Steps in each sections and how to write a new article of their own with the help from the instructors. This implies that the lecturers enthusiastically participated in the workshops because they were given the knowledge of writing articles with examples, shown to them how to use the knowledge into practice before they were asked to write or edit an article of their own. Yang (2016) suggests that GBI is aimed at building participants' knowledge on the criteria of a good academic text, writing quality texts together and writing own text with the help from the instructors.

The second question is whether or not GBI can improve the lecturers' motivation in writing articles for international journals. The findings reveal that the majority of the lecturers reported that they like writing journal articles after participating in the workshops. They also felt happy when the instructor asked them to write or revise their own journal articles. They found that the workshop program provides an opportunity to write journal articles and viewed that good quality articles were very important for their academic career. They saw that writing journal articles is necessary for their careers, and they can write articles better than before. This implies that GBI workshop is not only effective in improving knowledge and skills of participants' in writing articles but also capable of motivating them to write more similar texts. This is probably because the participants were not only introduced to the important knowledge on organization and linguistic features of a specific genre before they were trained and assigned to write a similar text, they were also given opportunities to discuss the problems in their article drafts with the instructors via face-to-face or online communications during and after the workshops. These findings support those of Nagao (2018), Ueasiriphan & Tangkiengsirisin (2019), Changpueng (2013), Rashidi & Mazdayasna (2016) and Ariyanfar and Mitchell (2020) who also found that participants trained using genre-based method had positive perception on the teaching writing method and were more confident in writing.

Finally, the last question addressed in this study is whether or not GBI is effective in improving the lecturers' competence in writing articles for international journals. The results show that the majority of them report that their knowledge on five aspects of article writing (content, grammar, choice of words, composition of discourse, and punctuation) after a series of workshops programs also improved. In other words, the participants improved their

competence in writing articles not only on text organization or discourse aspect but also on linguistic aspects of the genre. This is probably because the participants are also taught the linguistic features (lexical and grammatical resources) which characterize particular text sections, units or Moves and smaller segments or Steps. This finding confirms the results of earlier studies such as from Yang (2016), Tuan (2011), Almacioglu & Okan (2018), Samsudin & Arif (2018) and Rashidi & Mazdayasna (2016) who also found that genre-based workshops have effectively improved participants' knowledge and skills of academic writing.

4. Conclusion and Suggestion

The main objectives of this study are to investigate whether or not GBI is effective in helping lecturers in social sciences and humanities improve their motivation and competence in writing articles for international journals and whether or not they have a positive perception of GBI. The results prove that GBI is effective in motivating lecturers to write journal articles for international journal publication. We also found that the method was effective in improving the lecturers' competence in writing articles for international journals at least from their perception. This is because in this method participants are not only introduced to text structure and its linguistic features but they are also taught and trained how to use them in writing every section and subsections of a journal article together with the instructor in the classroom and individually at home.

This study found that GBI workshops can only help the lecturers improve the discourse and linguistic quality of their journal articles but not on the content quality of articles. Therefore, further studies should be conducted on the use of GBI to help lecturers improve the content quality of their journal articles. This can be done, for example, by assigning them to assess the quality of published journal articles in their field of discipline on all sections (abstract, introduction, literature review, method, results and discussion and conclusion and suggestion or implication) and aspects (the popularity of the research topic, the newness and quality of references cited, the novelty of the research findings, the argument quality of the authors and so on) of the articles analysed.

The finding of the present study is important for Indonesian university lecturers because they, particularly those from social sciences and humanities, are among the least successful authors in international journal publication (Kemenristekdikti, 2016). This is probably because the journal article writing workshops or instructions they attended before are ineffective. The

workshops were usually conducted for lecturers from many different fields with various different writing problems; the workshops were also conducted using a common method of lecture and assigning tasks to individual participants. The participants were not given enough knowledge of the specific rhetorical and linguistic features of successful articles in their fields. Therefore, future workshops on writing journal articles for university lecturers should be conducted using the GBI method for better results.

Acknowledgements

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Appendix 1: The Rhetorical Structure Models of Research Article

RA Sections	Structural Moves	Description of their functions
Abstract	Move 1: Introduction	Statements about the research topic or what do we know about the topic? Or why is the topic important?
	Move 2: Objectives/ purposes	Statements about the objective of the research or what is this study about?
	Move 3: Methods	Statement about how a study has been conducted or How was it done.
	Move 4: Results	Statement about what have been found in the research or what was discovered?
	Move 5: Conclusion	Statement about the conclusion, implication or recommendation of the research findings or what do the findings mean?
Introduction	Move 1: Establishing a territory	Statement about showing that the general research area is important, central, interesting, problematic, or relevant in some way or introducing and/or reviewing items of previous research in the area
	Move 2: Establishing a niche	Statement of indicating a gap in the previous research and/or extending previous knowledge in some way
	Move 3: Occupying the niche	Statement about presenting the present work by outlining the purpose, listing the research questions, announcing the principal findings, stating the value of the present research and indicating the structure of the research article
Methods	Move 1: Describing data collection procedure/s	Description of data collection techniques including: 1) description of location of the sample, the size of the sample/population, characteristic of the sample, sampling technique or criterion, 2) recounting steps in data collection, and 3) justifying the data collection procedures
	Move 2: Delineating procedurals for measuring variables	Description of research procedures including: 1) presenting an overview of the design, 2) explaining the method of variables, and 3) justifying the methods of measuring variables
	Move 3: Elucidating data analysis procedure/s	Description of the process of data analyses including: 1) statistical calculation for quantitative research, 2) justifying data analyses procedures, and 3) previewing results

Results & Discussion	Move 1: Background information about the research	Statement about 'theoretical and technical information' as already addressed earlier in the RA
	Move 2: Statement of results	Claim made by the writer as the direct answer to their research question
	Move 3: Statement of (un)expected findings	Statement or comment on whether or not the research results or finding are as they are expected
	Move 4: Reference to previous relevant studies	rhetorical attempt of writer/s to link the present research finding/s to the available relevant knowledge or information for the purpose of comparison or to support the present findings
	Move 5: Explanation of research results	Author's rhetorical attempt to logically convince readers why such unexpected or extraordinary results or findings of the present study occur
	Move 6: Illustration to support the research results	Illustration or samples to strengthen or support the Explanation of research findings
	Move 7: Deduction and hypothesis or Interpretation of research findings	Author's claim about the interpretation of the research findings to a larger scope of topic or area
	Move 8: Suggestions or recommendation	Author's suggestion on the application or implementation of the research findings in practical ways and/or suggestion for further studies in the same or similar topic

Appendix 2: An Attitude Questionnaire

An Attitude Questionaire on Writing Journal Articles for University Lecturers in
Social Sciences and Humanities Before and After Genre-Based Instruction Workshops

Name   :
Institution   :

No.	Statement Items	Strongly Disagree	Disgree	Not Sure	Agree	Strongly Agree
A.	**Perceptions about article writing at the beginning of the training and mentoring program**					
1.	I hated writing journal articles					
2.	I felt nervouse when I was asked to write a journal article					
3.	I found that writing journal article is very hard because I never had any form of journal article instruction before					
4.	My minds seemed to go blank whenever I began writing a journal article					
5.	Writing a journal article was a difficult skill for me to learn					
B.	**Perceptions about genre-based instruction in writing journal articles**					
6.	The class activities such as model texts and slides provided by the instructor were useful					
7.	The teaching method of having participants analyse sample articles in class and then asking them to write articles of their own proved fruiteful					
8.	Highlighting the moves and steps for each section of the journal articles with the help of slides facilitated the task of writing journal articles					
9.	I can write a journal article because I can recall the moves and steps of each section of a journal article					
10.	I have been benefitted by writing a journal article as homework					

C.	Perceptions about the improvment on five aspects of article writing (content, grammatical structure, word choice, discourse organization and mechanics) after genre-based training and mentoring program					
11.	I think my knowledge about the content and structure of each section of a journal article has improved					
12.	I can use appropriate words in my artricle writing now					
13.	I can organize the content of the article efficiently					
14.	I can use the correct grammatical structure while writing a journal article after receiving instruction on grammar					
15.	I think my knowledge about mechanics has improved during the training and mentoring					
D.	Perceptions about the participants' article writing ability at the end of the training and mentoring program					
16.	I think I like writing a journal article after receiving genre-based instruction					
17.	I feel released whenever the instructor tells me to write an article					
18.	This training and mentoring program provided adequate opportunities for writing journal articles					
19.	I think writing high quality article is important for my academic career					
20.	I feel satisfied when I read my article before I ask my friends do it					
21.	I feel confident when writing a journal article now					
22.	I need to write journal articles in my prospective career					
23.	After receiving the genre-based instruction and practicing writing articles, now I can write an article better in comparison to the beginning of the training					