

A Narrative Inquiry of EFL Students' Writing Experiences in a Literacy-Based Discussion Forum in Indonesian Higher Education

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Abstract

This study explores the writing experiences of EFL students participating in a literacy-based discussion forum called the Morning English Talks (METs) program to support students' learning in writing classrooms at English language education programs in Indonesian higher education. This qualitative research utilizes narrative inquiry to understand students' perceptions, classroom writing experiences, and the impact of METs on their writing skills. The researcher employs her own experience by narrating her learning experience in a writing class when involved in this discussion forum as primary data. In addition, data were collected through semi-structured interviews with two English Language Education students who participated in the program, selected for their high engagement and improved writing achievements. Reflective journals were used to triangulate findings. The results reveal that the METs program significantly contributes to students' writing development. It enhances their vocabulary, grammatical choices, and overall writing organization. Students reported increased confidence and reduced anxiety in writing tasks. They also noted that the program's structure, which involves reading, discussion, and technological integration through platforms like WhatsApp, facilitates a deeper understanding of writing processes and academic conventions. The program's emphasis on dialogic discussions and reflective practices supports the development of critical thinking and writing proficiency. These findings suggest that community language learning environments like METs can effectively address common challenges in EFL writing education by providing a supportive and interactive space for students to practice and refine their writing skills. Hence, this study contributes to the pedagogical practices in EFL contexts, emphasizing the importance of integrating reading and discussion activities to enhance writing instruction.

Keywords: *EFL Writing, Community Language Learning, METs Program, Writing Skills Development*