



## LINGUISTIC TRANSITION AND ACADEMIC LITERACY CAPABILITIES: AN OVERVIEW OF ANECDOTAL TEXT WRITING PERFORMANCE BY PAPUAN STUDENTS IN THE 2024 ACADEMIC YEAR IN JAKARTA

Sastri Br Rajagukguk, Fathiaty Murtadho, Ninuk Lustyantie

Universitas Negeri Jakarta

Email: <sup>1</sup>[sastribr@mhs.unj.ac.id](mailto:sastribr@mhs.unj.ac.id), <sup>2</sup>[fathiaty.murtadho@yahoo.com](mailto:fathiaty.murtadho@yahoo.com),

<sup>3</sup>[ninuk.lustyantie@unj.ac.id](mailto:ninuk.lustyantie@unj.ac.id)

### ABSTRACT

This study aims to examine the dynamics of linguistic transition and academic literacy capabilities of Papuan students in writing anecdotal texts during the 2024 academic year in Jakarta. The research employs a qualitative approach with in-depth interview techniques involving six respondents from various regions in Papua (Deiyai, Paniai, Dogiyai, Nabire). Written data from anecdotal text production was analyzed based on Swales' (1990) genre analysis rubric and Ellis' (2008) linguistic error analysis, while interview data was analyzed using thematic coding through Atlas.ti software. The results show that most students still experience difficulties in understanding the structure of anecdotal text genres, mastering formal Indonesian language registers, and facing psychological barriers such as low self-confidence and negative stereotypes. However, two respondents (YM and RT) showed significant progress through active learning strategies such as translanguaging, writing workshops, and daily practice. Intervention recommendations proposed by respondents include academic bridging programs, peer mentoring systems, genre-based writing workshops, and culturally responsive teaching.

**Keywords:** Linguistic transition; Academic literacy; Anecdotal text; Papuan students; Genre analysis; In-depth interview

### INTRODUCTION

Papuan students who continue their studies outside their home regions, such as in Jakarta, often face significant challenges in linguistic transition and academic literacy. These challenges include cultural differences, limitations in mastering Indonesian or English, and negative stereotypes that affect their academic and social integration process (Romrome, 2025). Additionally, differences between local Papuan culture and the national education system often cause difficulties in adapting to academic demands and new learning environments (Sampurna et al., 2025).

Previous research has addressed various aspects related to Papuan students, including individual English language learning strategies (Sumule et al., 2021), social and academic integration challenges (Wulandari & Jones, 2022), and the importance of using regional languages in basic education in Papua (Gustine et al., 2025; Iheanyi-Igwe et al., 2020). However, to date, there has been no research that specifically examines the anecdotal writing performance of Papuan students in Jakarta in the context of linguistic transition and academic literacy during the 2024 academic year. This represents a significant research gap, as the ability to write anecdotes is not only part of academic

literacy but also a reflection of students' linguistic and cultural adaptation in multicultural urban environments.

The theoretical gap is also evident in the implementation of culturally responsive learning approaches in urban contexts like Jakarta. Although some studies show that using local cultural elements can improve literacy outcomes in Papua (Gustine et al., 2025), there are still many challenges in applying this approach at the university level, especially for Papuan students who must adapt to national and global academic standards (Sampurna et al., 2025). This research aims to fill this gap by focusing on the dynamics of linguistic transition and academic literacy of Papuan students in Jakarta.

The novelty of this research lies in analyzing anecdotal writing performance as an indicator of Papuan students' academic literacy. Anecdotal writing, as a writing genre that combines personal narrative with elements of humor or reflection, provides insight into how Papuan students process their personal experiences in the context of academic life transition in Jakarta. This study also highlights factors that influence their academic literacy capabilities, including cultural influences, language, and social adaptation.

The main objectives of this research are:

1. To identify linguistic transition challenges faced by Papuan students in Jakarta, including cultural differences, language limitations, and the impact of negative stereotypes.
2. To analyze anecdotal writing performance as an indicator of Papuan students' academic literacy during the 2024 academic year, focusing on how this genre reflects their linguistic and cultural adaptation.
3. To explore factors that influence success or barriers in developing academic literacy among Papuan students in multicultural higher education environments, including the role of culture, regional languages, and social interaction.

In this context, this research will use qualitative methods with an in-depth interview approach to gain deep understanding of Papuan students' experiences in writing anecdotes and their adaptation in urban environments. The research results are expected to contribute significantly to understanding the linguistic transition and academic literacy of Papuan students, as well as provide recommendations for developing more inclusive and culturally responsive learning approaches in universities in Jakarta.

In this research, several theories are used as reference frameworks to understand the dynamics of linguistic transition and academic literacy capabilities of Papuan students in writing anecdotal texts. The following are five main theories that form the basis of analysis.

### **1. Genre Analysis by Swales (1990)**

Swales (1990) developed a genre analysis approach based on the concept of discourse community and the communicative purpose of a text. According to him, genre is not merely a structural form but also a pattern of social interaction that has specific functions in academic communication contexts. He introduced the concept of move analysis, which is the identification of mandatory and optional steps in an academic text according to its communicative purpose.

In this research, Swales' theory is used to analyze the structure of anecdotal texts, especially regarding the presence of orientation, crisis/complication, and resolution elements. Understanding this structure is important because it is a core aspect of academic literacy and formal writing skill development (Hyland, 2020).



## **2. Second Language Acquisition Theory by Ellis (2008)**

Ellis (2008) explains that the second language acquisition process involves mastering target language rules through various cognitive strategies and is influenced by internal factors such as age, motivation, and learning strategies, as well as external factors such as environment and access to language input. He also differentiates types of errors in language learning, such as intralingual and interlingual errors.

This theory is used to analyze linguistic errors occurring in respondents' writing, especially regarding lexicon selection, tenses, sentence structure, and language register. Analysis results show that many errors are intralingual in nature, meaning errors that arise because learners have not fully understood formal Indonesian language rules.

## **3. Academic Literacy by Cumming (2013)**

Cumming (2013) states that academic literacy encompasses students' ability to use language effectively in higher education contexts, including writing essays, reports, reflections, and other types of texts that are formal and argumentative in nature. He emphasizes the importance of mastering genre, diction, and complex sentence structures to achieve good academic performance.

In this research, Cumming's theory is used to evaluate the extent to which Papuan students master academic literacy, especially in writing anecdotal texts. Respondents with higher academic literacy levels tend to more easily understand text structure and use appropriate language registers.

## **4. Linguistic Transition in Higher Education by Huang et al. (2023)**

Huang et al. (2023) explain that linguistic transition occurs when students move from secondary education systems to universities, where they must adapt to higher academic language standards. This process involves significant changes in language register, discourse structure, and communication norms.

In the context of this research, Huang et al.'s theory is used to explain challenges experienced by Papuan students in transitioning from using regional or informal languages to formal Indonesian in Jakarta's academic environment. Results show that despite progress, many students still rely on translanguaging as an initial adaptation strategy.

## **5. Linguistic Adaptation Strategies: Translanguaging and Self-Determination by Wolter et al. (2018)**

Wolter et al. (2018) state that translanguaging—the flexible use of various language varieties in learning and writing processes—can be an effective adaptation strategy for bilingual/multilingual learners. Additionally, intrinsic motivation and self-determination are very important in improving participation and academic outcomes.

In this research, this theory is used to analyze how Papuan students use translanguaging in the writing process and how motivation and environmental support affect their literacy development. Respondents who actively use this strategy tend to be more confident and adapt more quickly to academic demands.

## METHOD

This research uses a descriptive qualitative approach focusing on genre analysis of anecdotal texts written by Papuan students and results from in-depth interviews. This approach was chosen because it can provide a holistic picture of language use patterns, text structure, and academic literacy challenges experienced by research subjects (Creswell & Creswell, 2018).

### Participants

Six respondents from various regions in Papua were selected through purposive sampling based on academic background, length of stay in Jakarta, and writing ability level:

### Data Collection Techniques

- **In-depth Interviews:** With structured questionnaire guides to explore perceptions, experiences, and learning strategies.
- **Anecdotal Text Production:** Respondents were asked to write anecdotal texts according to genre analysis rubrics.
- **Initial Observation:** To obtain initial context about students' academic and social environment.

### Data Analysis

- **Anecdotal Text Genre Analysis:** Based on Swales' (1990) theory.
- **Linguistic Error Analysis:** Using Ellis' (2008) approach.
- **Thematic Coding:** Conducted with Atlas.ti software to identify dominant themes in interviews.

### Validity and Reliability

Source triangulation (texts, interviews, observations) and member checking were conducted to improve validity. Reliability was enhanced through inter-rater reliability with 87% agreement percentage.

## Results and Discussion

### Participant Description

| No | Name (Initial) | Study Program         | Origin  | Length of Stay in Jakarta | Ability Category     |
|----|----------------|-----------------------|---------|---------------------------|----------------------|
| 1  | MK             | Civil Engineering     | Deiyai  | 14 months                 | High Difficulty      |
| 2  | SP             | Psychology            | Paniai  | 14 months                 | High Difficulty      |
| 3  | JW             | Management            | Dogiyai | 14 months                 | Medium Difficulty    |
| 4  | DP             | Indonesian Literature | Nabire  | 14 months                 | Medium Difficulty    |
| 5  | YM             | Language Education    | Dogiyai | 14 months                 | Beginning to Improve |
| 6  | RT             | Communication         | Dogiyai | 14 months                 | Beginning to Improve |



## Linguistic Transition Challenges

All respondents experienced difficulties in transitioning from regional or informal languages to formal academic registers. Respondents with high difficulty (MK and SP) still relied on translanguaging, which is the mixed use of regional languages and Indonesian to understand and produce writing. Meanwhile, two respondents with good progress (YM and RT) began to be able to think in Indonesian for academic contexts.

*"I draft first in mixed language, then edit to formal. This helps keep my idea flow smooth without being hindered by grammar from the start." — YM*

## Understanding of Anecdotal Text Genre

Respondents with high difficulty had very limited understanding of anecdotal text structure. They often could not distinguish between orientation, crisis, and reaction. Conversely, respondents who were beginning to improve (RT) were already able to arrange more organized text structure.

*"I start with orientation that involves readers, then build unexpected complications, and finally resolution that provides insight or humor." — RT*

## Psychological Factors and Cultural Identity

Four out of six respondents experienced low self-confidence and felt pressured by negative stereotypes. However, some respondents (like RT) began to see their cultural identity as a strength in academic discussions.

*"Now I see it as a strength. My multicultural background becomes an asset in Communication studies." — RT*

## Effective Adaptation Strategies

Several effective strategies for improving writing ability include:

- Genre-based writing workshops
- Peer mentoring system
- Daily practice and translanguaging
- Using AI for diction and sentence structure reference

## Intervention Recommendations

Based on input from respondents, the following are recommended:

1. Special academic bridging programs for Papuan students
2. Peer mentoring system with senior students
3. Genre-based writing workshops with gradual scaffolding
4. Cultural responsive teaching
5. Regular academic counseling

## RESULTS AND DISCUSSION

The results of this research show that the majority of Papuan students experience significant challenges in linguistic transition and academic literacy when asked to write anecdotal texts in Jakarta's higher education environment. This finding aligns with Huang et al.'s (2023) opinion, which states that changes from regional education systems to urban academic contexts require intensive linguistic adaptation, especially in terms of formal language registers and genre understanding.

### **Understanding of Anecdotal Text Structure**

Most respondents have conceptual understanding of anecdotal texts as short stories containing unique experiences or humor. However, implementation of formal structure (orientation, complication, resolution) remains weak. This aligns with Hyland's (2020) findings that academic writing ability depends not only on language mastery but also on understanding of genre and academic conventions.

Respondents like MK and SP admitted they often write based on "feelings" without paying attention to standard structure. This confirms that lack of genre understanding can be a major barrier in achieving good academic literacy ability (Swales, 1990).

### **Linguistic Transition and Formal Language Use**

All respondents faced difficulties in transitioning from regional or informal languages to formal Indonesian registers. Some used translanguaging strategies, which is a mixture of regional languages and Indonesian to help thinking and idea expression processes. This approach has been discussed by Menken (2013), who explains that translanguaging is not a weakness but a legitimate cognitive strategy in second language learning.

Nevertheless, two respondents with better progress (YM and RT) began to be able to think in formal Indonesian, showing improvement in linguistic transition. This supports Wolter et al.'s (2018) argument that continuous practice and sufficient exposure to target language are very important in improving academic literacy ability.

### **Psychological Factors and Cultural Identity**

Four out of six respondents stated low self-confidence and felt pressured by negative stereotypes. This phenomenon aligns with Zhang's (2024) study, which mentions that self-perception and social stigma can affect academic performance, including writing ability.

However, some respondents (like RT) began to see their cultural identity as a strength in academic discussions. They believe that multicultural backgrounds can add value to writing, especially in presenting unique perspectives. This supports the cultural responsive teaching approach, which suggests that students' experiences and identities should be integrated into the learning process (Menken, 2013; Huang et al., 2023).

### **Effective Adaptation Strategies**

Several effective strategies for improving writing ability include:

- Genre-based writing workshops
- Peer mentoring system
- Daily practice and translanguaging
- Using AI for diction and sentence structure reference

This finding aligns with Zhang's (2024) research results on the importance of meaning-making instruction in improving student engagement in academic writing. Respondent YM stated that writing workshops were very helpful because they provided step-by-step guidance according to text structure.

### **Intervention Recommendations**

Based on input from respondents and data analysis, several institutional interventions are recommended:

1. Academic bridging programs for newly enrolled Papuan students



2. Peer mentoring system with senior students who have similar backgrounds
3. Genre-based writing workshops with gradual scaffolding approach
4. Cultural responsive teaching that integrates students' cultural backgrounds
5. Regular academic counseling for progress monitoring and psychological support

These recommendations align with the inclusive education approach advocated by Cumming (2013), which emphasizes the importance of curriculum flexibility and linguistic support in improving academic writing ability.

## CONCLUSION

This research provides important contributions to understanding the dynamics of academic and cultural integration of Papuan students in urban environments. Results show that despite many challenges in linguistic transition and academic literacy, appropriate institutional support can significantly improve Papuan students' writing ability.

Practical recommendations such as bridging programs, peer mentoring, and genre-based learning approaches can be solutions to improve academic literacy and engagement of Papuan students in universities.

## ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to all the Papuan students who participated in this study and openly shared their experiences and reflections. We are also thankful to the lecturers and academic staff at Universitas Negeri Jakarta who provided invaluable support throughout the research process. Special thanks to the peer reviewers for their constructive feedback, which helped improve the quality of this paper. This study was made possible through the academic environment that encourages inclusivity and critical inquiry. Finally, we dedicate this work to all students striving to bridge linguistic and cultural divides in their pursuit of academic excellence.

## BIBLIOGRAPHY

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Cumming, A. (2013). *Writing in the secondary school: English and the content areas*. National Council of Teachers of English.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Huang, H., Wang, Y., & Li, J. (2023). *Linguistic transition in higher education* (Unpublished manuscript).
- Hyland, K. (2020). *Genre and second language writing* (2nd ed.). University of Michigan Press.
- Menken, K. (2013). *English learners left behind: Standardized testing as language policy*. Multilingual Matters.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Zhang, D. (2024). Meaning-making instruction in second language writing. *Journal of Second Language Writing*, 65, Article 100842. <https://doi.org/10.1016/j.jslw.2024.100842>