

CHAPTER I

INTRODUCTION

This chapter presents the introduction to the study. It is mainly concerned with the background motivating the study, highlighting the importance of the topic under study to be investigated, previous research relevant with the studies, and the gap of the study. The rest of this chapter presents research questions, aims of the study, the significance of the study, the clarifications of terms central to the study, and the organization of the thesis.

1.1 Background of The Study

The study is concerned with the analysis of teacher's ability in creating lesson plan under Genre-Based Pedagogy. It aims to see four aspects, including (1) the elements of the lesson plan developed by junior high school English language teachers by referring to the Regulation of the Ministry of National Education of Republic of Indonesia Number 41 Year 2007; (2) the realization of the activities within the learning objectives and learning activities in the lesson plan; (3) the incorporation of Genre-Based pedagogy principles into the learning activities within their lesson plans; and (4) teachers' perceptions on the implementation of Genre-Based pedagogy in their classroom by referring to their lesson plan they have designed.

One of the factors that defines success in teaching and learning activities is the lesson plan (Richards, 1998 in Brandl, 2008). It is a document that realizes the teaching and learning planning (the Regulation of the Ministry of National Education and Culture of Republic of Indonesia Number 81A Year 2013), a document that translates the syllabus in order to direct learning activities in order to achieve goals (the Regulation of the Ministry of National Education of Republic of Indonesia Number 41 Year 2007) and assists teachers in the lesson planning daily, monthly, or annually providing a high-quality instruction for students (König et al. 2017; Stender et al. 2017; Sawyer & Myers, 2018). In its planning process, teachers are given an authority to develop their own lessons and

it includes their decision on the change and selection of acceptable resources, design, and techniques suitable for their students (Skowron, 2015).

It is aligned with the 2021 *Merdeka Belajar* curriculum in Indonesia, indicating that teachers have a high degree of flexibility in the utilization of any materials and designs, including the selection of reading texts, media, and other sources pertinent to the subject matter. Further, by referring to the Decree of the Head of the Education Curriculum and Assessment Standards Agency number 033/H/KR/2022, the curriculum also officially states the use of a Genre-based Approach in the teaching of English in elementary, junior high, and senior high schools in Indonesia that has been adopted since 2004 (Emilia, 2005).

The adoption, however, is not balanced with teachers' knowledge on the Genre-based Approach lesson planning, particularly on the research site. The observation shows that most English teachers seem to have little understanding on how to write a lesson plan based on the genre-based approach. It may be due to their little understanding on the approach itself that may lead to their inability to write a lesson plan based on it.

Furthermore, to date, studies on Genre-based pedagogy lesson plan, especially written by teachers in elementary, junior high, and senior high schools remain little. One research conducted by Maesaroh (2014) was partly centered on Genre or Text-based syllabus and lesson plan development, however, the focus was on academic writing in the tertiary level of education and was taught to a non-English lecturer as the participant. This is quite similar to a study carried out by Widodo (2006) whose focus was on designing genre-based lesson plan by including cooperative and CALL principles to create more interactive academic writing tasks in Indonesian EFL tertiary level, providing a different focus from the topic under this study.

Likewise, other studies focusing on genre-based pedagogy lesson plan revealed different results as they also had different focuses. For instance, a study conducted by Marisyah (2021) who investigated lesson plan and its implementation in the teaching of a procedure text written by purposefully-selected Junior High EFL teacher. The results showed that teacher played a crucial role in making sense of genre based approach and put her understanding into pedagogical

practices, and that a variety of ways in implementing genre based approach may occur as teacher has different degree of understanding on the pedagogical concepts of Genre-based approach. Three years earlier, Botifar (2018) analyzed lesson plan in the curriculum 2013 in order to map the teaching of writing in Indonesian language subjects based on language teaching theory comparing to reality in the classroom. The results indicated that the process of writing in Curriculum 2013 emphasized the product rather than the writing process itself, lack of content-focus and high attention to type and form of text. Both studies have different focuses and therefore, most English teachers, particularly on the research site, have little references for developing lesson plan based on this approach.

This study is a part of the bigger study on the training of Genre-based pedagogy that centers on the synchronization of theory and practice of English Text-based teaching as an attempt to empower teachers in responding to the dynamics of learner contexts. The whole study was done for a year (2019-2020) in one public university in West Java, Indonesia. Furthermore, in this study, the lesson plans collected were taken from teachers prior to the training and thus the analysis is done to the lesson plan submitted prior to the training. The implication for this training can lead to reinforced what teachers need to develop a better lesson plan, how many training sessions are needed, and what knowledge is required. Some results of the study have been published in another research, such as by Rini et al (2021), Wardani et al (2021), Hasanah et al (2021) and Putri et al (2021) are concerned with the implementation of the teaching using Genre-based Approach and teachers's perspectives towards the teaching. This is contrasting to this study which focus is in on the teachers' ability to develop lesson plan under Genre-based pedagogy. It is important to ensure not only their understanding on Genre-based pedagogy but also their teaching using this approach. Considering writing correct lesson plan as a guideline for teachers in their classes is important and since there has not been much research, if not any, investigating this topic in Indonesian EFL setting is therefore important. The study is conducted to serve this purpose.

This study is significant from theoretical perspective which is to do with lesson planning especially based on genre-based approach which is limited in Indonesian context and then practically the result of the study can be used as a reference by teachers, educators, policy makers to help teachers to enhance their ability to create a lesson plan and then finally the result of the study also can be used to lead to a policy to help teachers improve their ability to write a lesson plan.

1.2 Research Questions

This research was conducted in order to address the following research questions.

1. How is the teachers' ability in creating a lesson plan under Genre-based Pedagogy?
2. What are the teachers' perceptions on the implementation of Genre-based Pedagogy in the classroom?

1.3 Aims of the study

In line with the research questions above, the study was set with the following aims.

1. To discover the teachers' ability in creating a lesson plan based on Genre-based Pedagogy.
2. To identify the opinions of the teachers on the implementation of Genre-based Pedagogy in the classroom.

1.4 Significance of the study

This study is significant from three perspectives: theory, practice, and policy. Theoretically, the results of the study can enrich the literature on lesson planning, especially teachers' understanding and ability to create a lesson plan. Practically, the results of the study can provide teachers reference on how to create or construct a lesson plan. Finally, in terms of policy, it is expected that the results of the study can lead to the release of a policy on teachers' professional development, particularly to do with lesson planning.

1.5 Clarification of the Key Terms

- **Genre-based Pedagogy** refers to a language teaching approach that adopts the systemic functional linguistics (SFL) model of language proposed by Halliday (1976,1985a,b,c,1994a,b,c) and draws heavily on the SFL principles that define the view of language and language learning (Emilia, 2011). It highly puts an emphasis on teachers' intervention in students' learning process and features some basic notions, such as the apprenticeship-based teaching and learning, the use of text as the basis for language education, the students' raising awareness of the relevance between text and context, the explicit teaching, the learning that results in students learning the language, learning through language and learning about language, and the involvement of 'not-lockstep' teaching stages in its implementation, including building knowledge of the field, modeling, joint construction, and independent construction (Emilia, 2011).
- **Lesson Plan** is defined as a document that is written by teachers and serves as a guideline or a roadmap for teachers in organizing their classes by mainly mapping out the topics, the learning objectives, the teaching steps that covers the methods, the techniques, and the media used, and the assessment so that the class can be better and effectively implemented (Brandl, 2008; Haynes, 2010; Skowron, 2015; and Stauffer, n.d).

1.6 Outline of the Thesis

The thesis is organized into five chapters. Chapter I provides the background to the study. It illustrates the background motivating the study, highlighting the importance of the topic under study to be investigated, previous research relevant to the studies, and the gap of the study. The rest of this chapter provides research questions, the aims of the study, the significance of the study, the clarifications of terms central to the study, and the outline of the thesis. Chapter II discusses the theories that underpin the study. It explains three main concepts, including the main concept of an overview of English language teaching in junior high school, the comprehensive review on the Genre-based Approach and its implementation in English language teaching, particularly in Indonesian setting, and the theories

of lesson planning in the language teaching. Chapter III elaborates on the methodology of the study that presents the aims of the research, research questions, research designs, research setting and participants, data collection methods, and data analysis. A sample of data analysis is also outlined in this chapter. Chapter IV covers elaboration on the results of the research as answers to the research questions and the results of data collection and data analysis. This chapter also includes the discussion of the findings from the data analysis. Chapter V concludes the discussion of the preceding chapter as well as outlines the limitations of the study and provides recommendations for further research.