TEACHER UNDERSTANDING OF GENRE-BASED PEDAGOGY: A CASE IN ONLINE TEACHING OF NARRATIVE WRITING

A THESIS

submitted in partial fulfillment of the requirements for the Master's Degree in English Education

by
Beta Rida Pasaribu
1906981

ENGLISH LANGUAGE STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2023

TEACHER UNDERSTANDING OF GENRE-BASED PEDAGOGY:
A CASE IN ONLINE TEACHING OF NARRATIVE WRITING

Oleh
Beta Rida Pasaribu
S.Pd. Universitas Bengkulu, 2016

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Bahasa Inggris

APPROVAL PAGE

BETA RIDA PASARIBU

1906981

TEACHER UNDERSTANDING OF GENRE-BASED PEDAGOGY: A CASE IN ONLINE TEACHING OF NARRATIVE WRITING
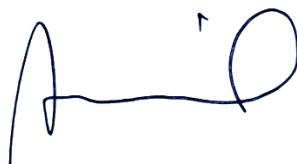
Accepted and approved by:

Supervisor

Prof. Emi Emilia, M.Ed., Ph.D.

196609161990012001

Head of English Education Study Program

Prof. Emi Emilia, M.Ed., Ph.D.

196609161990012001

TEACHER UNDERSTANDING OF GENRE-BASED PEDAGOGY: A CASE IN ONLINE TEACHING OF NARRATIVE WRITING

ABSTRACT

This study is part of a bigger project on genre-based pedagogy conducted by the lecturers in the study program in 2021. This study aims to investigate teacher understanding of genre-based pedagogy, specifically in the context of online teaching of Narrative writing. This study also explored the challenges the teacher encountered when implementing the pedagogy within that specific context. This study utilized a case study involving an English teacher at one junior high school in Bandung, West Java, Indonesia. The data were derived from interviews, lesson plans, and observations, which were analyzed and interpreted descriptively. The findings show the teacher's good understanding of genre-based pedagogy to some extent, in terms of the nature of genre-based pedagogy, the concept of text, the principle of genre-based pedagogy, the advantages of knowledge and use of genre-based pedagogy, grammar teaching in genre-based pedagogy, the teaching-learning cycle, and the role of the pedagogy in the curriculum. However, the understanding was not reflected entirely in her online teaching of Narrative writing. It is evident through several notable issues: the implementation of modelling, joint construction, and independent construction in one session only, the absence of building knowledge of the field and drafting sessions, and the limited effectiveness of text summarization activities in joint and independent construction. Additionally, the findings also reveal the challenges in implementing genre-based pedagogy within that specific context, originating from both the teacher and the students. The teacher-related challenges include her limited digital literacy, limited ability in providing direct support for students, and lack of practical application skills in genre-based pedagogy. The student-related challenges revolve around lack of engagement. This study recommends teacher professional development programs focused on genre-based pedagogy be conducted to enhance teacher understanding of theoretical and practical method of the pedagogy, especially in the Indonesian context.

Keywords: genre-based pedagogy, lesson plans, online teaching, Narrative writing

PEMAHAMAN GURU TERHADAP PENDEKATAN BERBASIS GENRE: SEBUAH KASUS DALAM PENGAJARAN ONLINE MENULIS NARATIF

ABSTRAK

Penelitian ini merupakan bagian dari proyek yang lebih besar tentang pendekatan berbasis genre yang dilakukan oleh para dosen dalam program studi pada tahun 2021. Penelitian ini bertujuan untuk menyelidiki pemahaman guru terhadap pendekatan berbasis genre, terkhusus dalam konteks pengajaran online menulis Naratif. Penelitian ini juga mengeksplorasi tantangan yang dihadapi oleh guru saat menerapkan pendekatan berbasis genre dalam konteks spesifik tersebut. Penelitian ini menggunakan studi kasus dengan melibatkan seorang guru bahasa Inggris di salah satu sekolah di Bandung, Jawa Barat, Indonesia. Data diperoleh dari wawancara, rencana pelaksanaan pembelajaran, dan observasi yang dianalisis dan diinterpretasikan secara deskriptif. Hasil penelitian menunjukkan bahwa guru tersebut memiliki pemahaman yang baik terhadap pendekatan berbasis genre sampai batas tertentu, terkait karakteristik pendekatan berbasis genre, konsep teks, prinsip pendekatan berbasis genre, manfaat dari pengetahuan dan penggunaaan pendekatan berbasis genre, pengajaran tata bahasa dalam pendekatan berbasis genre, *the teaching-learning cycle*, dan peran pendekatan berbasis genre dalam kurikulum. Namun, pemahaman ini tidak sepenuhnya tercermin dalam pengajaran online menulis Naratif. Hal ini terlihat dari beberapa isu: implementasi *modelling*, *joint construction*, dan *independent construction* hanya dalam satu pertemuan, tidak adanya tahapan *building knowledge of the field* dan sesi penyusunan draf, dan terbatasnya efektivitas dari kegiatan merangkum teks dalam tahapan *joint construction* dan *independent construction*. Selain itu, penelitian ini juga mengungkap tantangan dalam menerapkan pendekatan berbasis genre dalam konteks spesifik tersebut yang berasal dari guru itu sendiri dan para siswa. Tantangan yang berkaitan dengan guru adalah keterbatasan literasi digital, keterbatasan kemampuan dalam memberikan dukungan secara langsung kepada siswa, dan kurangnya keterampilan aplikasi praktis dalam pendekatan berbasis genre. Tantangan yang berkaitan dengan siswa berkaitan dengan kurangnya keterlibatan mereka. Penelitian ini merekomendasikan diadakannya program pengembangan profesional guru yang berfokus pada pendekatan berbasis genre guna meningkatan pemahaman guru mengenai metode teoretis dan praktis dari pendekatan tersebut, terkhususnya dalam konteks Indonesia.

Kata kunci: pendekatan berbasis genre, rencana pelaksanaan pembelajaran, pengajaran online, menulis Naratif

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

REFERENCES

Abid, T., Zahid, G., Shahid, N., & Bukhari, M. (2021). Online teaching experience during the Covid-19 in Pakistan: Pedagogy-technology balance and student engagement. *Fudan Journal of the Humanities and Social Sciences, 14*, 367-391.

Afflerbach, P., Cho, B., Kim, J., & Clark, S. (2010). Classroom assessment of literacy. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *The routledge international handbook of English, language and literacy teaching* (pp. 401-412). New York: Routledge.

Ahmad, S. S., Seman, M. A. M., & Zakaria, A. (2021). The challenges faced by educators in online teaching during the Covid-19 Pandemic Outbreak. *Journal of English Teaching Adi Buana, 6*(02), 125-133.

Alexander, R. (2008). *Towards Dialogic Teaching: Rethinking Classroom Talk* (4th Ed). North Yorkshire, UK: Dialogos.

Anderson, J. (2015). Affordance, learning opportunities, and the lesson plan pro forma. *ELT Journal, 69*(3), 228-238.

Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman.

Arends, R. I. (2012). *Learning to Teach.* New York: McGraw-Hill.

Axford, B., Harders, P., & Wise, F. (2009). *Scaffolding Literacy: An Integrated and Sequential Approach to Teaching Reading, Spelling and Writing.* Camberwell, Victoria: ACER Press.

Badriah. (2013). *Lesson Planning: The Development and Implementation in the Teaching of English (A Case Study in a Senior High School in Cianjur, West Java).* Bandung: Indonesia University of Education.

Baecher, L., Farnsworth, T., & Ediger, A. (2014). The challenges of planning language objectives in content-based ESL instruction. *Language Teaching Research, 18*(1), 118-136.

Baxter, P. E., & Jack, S. M. (2010). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Bawane, J., & Spector, J. (2009). Prioritization of online instructor roles: Implications for competency-based teacher education programs. *Distance Education, 30*(3), 383–397. https://doi.org/10.1080/01587910903236536

Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. New York: David McKay Company.

Boettcher, J. V., & Conrad, R. *The Online Teaching Survival Guide: Simple and Practical Pedagogical Practices*. (2016). San Francisco, CA: Jossey-Bass.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Addison Wesley Longman, Inc.

Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development.* Boston, MA: Heinle & Heinle.

Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar: An Explorer's Guide* (2nd ed.)*.* Sydney: National Centre for English Language Teaching and Research, Macquarie University.

Byrnes, H. (2011). Beyond writing as language learning or content learning: Construing foreign language writing as meaning-making. In R. M. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* (pp. 133-157). Amsterdam: John Benjamin Publishing Company.

Callaghan, M., Knapp, P., & Noble, G. (1993). Genre in practice. In B. Cope and M. Kalantzis (Ed.). *The Powers of Literacy. A Genre Approach to Teaching Writing*. London: The Falmer Press.

Callaghan, M., & Rothery, J. (1988). *Teaching Factual Writing: A Genre-based Approach.* Erskineville: Metropolitan East Disadvantaged Schools Program, New South Wales Department of Education.

Caspi, A., & Blau, I. (2008). Social presence in online discussion groups: Testing three conceptions and their relations to perceived learning. *Social Psychology of Education, 11*(3), 323-346. *https://doi.org/10.1007/s11218-008-9054-2*

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Boston: Heinle & Heinle.

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language* (4th ed.). Boston: Sherrise Roehr.

Chizhik, E. W., & Chizhik, A. W. Using activity theory to examine how teachers' lesson plans meet students' learning needs. *The Teacher Educator, 53*(1), 67-85.

Christie, F. (1989). *Language Education.* Oxford: Oxford University Press.

Christie, F. (2005). *Language Education in the Primary Years*. Sydney: University of New South Wales Press Ltd.

Christie, F., & Derewianka, B. (2008). *School Discourse: Learning to Write Across the Years of Schooling*. London: Continuum.

Cohen, J., & Goldhaber, D. (2016). Building a more complete understanding of teacher evaluation using classroom observations. *Educational Researcher, 45*(6), 378-387.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London: Routledge Falmer.

Conrad, R., & Donaldson, J. A. (2004). *Engaging the Online Learner: Activities and Resources for Creative Instruction.* San Francisco, CA: Jossey-Bass.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W., & Clark, V. L. P. (2011). *Designing and Conducting Mixed Method Research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

De Silva Joyce, H., & Feez, S. (2016). *Exploring Literacies: Theory, Research and Practice.* UK: Palgrave Macmillan.

Derewianka, B. (1990). *Exploring How Texts Work.* Newtown: PETA.

Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal, 34*(2), 133-154.

Derewianka, B. (2004). *Exploring How Texts Work.* PETA. Victoria: McPherson's Printing Group.

Derewianka, B., & Jones, P. (2016). *Teaching Language in Context* (2nd ed.). South Melbourne: Oxford University Press.

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review, 70*(11), 35-36.

Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016). *Genre Pedagogy in Higher Education: The SLATE Project.*Houndmills, United Kingdom: PalgraveMacmillan.

Drury, H. (2004). Teaching academic writing on-screen: A search for best practice. In R. Ellis & J. L. Ravelli (Eds.), *Analysing academic writing: contextualised frameworks* (pp. 233-253)*.* London: Continuum.

DSP (Disadvantaged School Program), New South Wales Department of School Education. (1989). *The Discussion Genre.* Sydney: Metropolitan East Disadvantaged Schools Program.

Eggins, S. (1994). *An Introduction to Systemic Functional Linguistics*. London: Printer Publishers, Ltd.

Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics* (2nd ed.). London: Printer Publishers, Ltd.

Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia. Volume 2.* A PhD thesis submitted to the Department of Language, Literacy and Arts Education, Faculty of Education, The University of Melbourne.

Emilia, E. (2014). *Introducing functional grammar*. Bandung: Dunia Pustaka Jaya.

Emilia, E. (2016). *Pendekatan Berbasis Teks dalam Pengajaran Bahasa Inggris*. Bandung: PT. Kiblat Buku Utama.

Emilia, E. (2017). *Menulis Tesis dan Disertasi.* Bandung: Alfabeta.

Fadhilah, M., Sutrisna, S., Muslimah, S. N., & Ihsan, M. T. (2021). An exploring method in online learning: synchronous and asynchronous. *Indonesian Journal of Research and Educational Review, 1*(1), 74-81.

Farrell, T. S. C. (2002). Lesson planning and classroom management. In J. C. Richards & W. A. Renandya, W. A. (Ed.), *Methodology in language teaching: an anthropology of current practice* (pp. 30-39). New York: Cambridge University Press.

Feez, S. (2002). Heritage and innovation in second language education. In A. M. Johns (Ed.). *Genre in the Classroom.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Feez, S., & de Silva Joyce, H. (1998). *Text-Based Syllabus Design.* Sydney: National Center for English Language Teaching and Research.

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners.* Alexandria, VA: ASCD.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). New York: The McGraw-Hill Companies, Inc.

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction* (7th ed.). Boston: Allyn & Bacon.

Gani, S. A., Zulfikar, T., & Sulisdawati, T. (2017). Perceptions of English teachers about lesson plans for the KTSP and the 2013 curricula. *English Education Journal (EEJ), 8*(4), 503-517.

Georgarakou, R. (2022, September 26). *Learning goals & objectives in course design: How to prepare a great lesson plan.* LearnWorlds. https://www.learnworlds.com/learning-goals-objectives/

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* (1st ed.). USA: Heinemann.

Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom* (2nd ed.). Portsmouth, NH: Heinemann.

Gillham, B. (2000). *Case Study Research Methods*. New York, USA: Bloomsbury Publishing.

Goodyear, P., Salmon, G., Spector, J., Steeples, C., & Tickner, S. (2001). Competences for online teaching: A special report. *Educational Technology Research and Development, 49*(1), 65–72. https://doi.org/10.1007/BF02504508

Greenhill, P., & Matrix, S. E. (2010). *Fairy Tale Films: Visions of Ambiguity*. Logan, Utah: Utah State University Press.

Gudea, S. W. (2008). *Expectations and Demands in Online Teaching: Practical Experiences.* USA: Information Science Publishing.

Halliday, M. A. K. (1985). *An Introduction to Functional Grammar*. London: Edward Arnold.

Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (2nd Ed). London: Edward Arnold.

Hamied, F. A. (2017). *Research Methods: A Guide for First-Time Researchers.* Bandung: UPI Press.

Hammond, J., & Derewianka, B. (2001). Genre. In R. Carter & D. Nunan (Eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 186-193). Cambridge: Cambridge University Press.

Hampel, R., & Stickler, U. (2015). *Developing Online Language Teaching: Research-Based Pedagogies and Reflective Practices.* Hampshire, England: Palgrave Macmillan.

Haneda, M. A. (2007). Modes of engagement in foreign language writing: An activity theoretical perspective. *The Canadian Modern Language Review, 64*(2), 301-332.

Harmer, J. (2007). *How to Teach English*. Harlow, UK: Pearson Education.

Harmer, J. (2015). *The Practice of English Language Teaching* (5th Ed). Harlow, UK: Pearson Education.

Hashemi, A., (2021). Online teaching experiences in higher education institutions of Afghanistan during the COVID-19 outbreak: Challenges and opportunities.

Cogen Arts & Humanities, 8(1), 1-22.
https://doi.org/10.1080/23311983.2021.1947008

Haynes, J. (2007). *Getting Started with English Language Learners.* Alexandria, VA: ASCD.

Haynes, A. (2010). *The Complete Guide to Lesson Planning and Preparation.* New York: Continuum.

Howard, S. K., Tondeur, J., & Siddiq, F., & Scherer, R. (2020). Ready, set, go! Profiling teachers' readiness for online teaching in secondary education. *Technology, Pedagogy and Education, 30*(1), 141-158. https://doi.org/10.1080/1475939X.2020.1839543

Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause Quarterly, 31*(4), 51–55.

Huang, R., Tlili, A., Chang, TW., Zhang, X., Nascimbeni, F., Daniel, B. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: Application of open educational practices and resources. *Smart Learning Environments, 7*(19), 1-15. https://doi.org/10.1186/s40561-020-00125-8

Hughes, Y. (2017). SMART tips for setting teaching objectives. *InnovAiT, 10*(10), 614-617.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and Meaning.* Newtown, Australia: PETAA.

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12*(1), 17-29. https://doi.org/10.1016/S1060-3743(02)00124-8

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Hyland, K. (2004). *Genre and Second Language Writing.* United States of America: University of Michigan Press.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 instruction. *Journal of Second Language Writing, 16*(3), 148-164. https://doi.org/10.1016/j.jslw.2007.07.005

Hyland, K. (2011). Learning to write: Issues in theory, research, and pedagogy. In R. M. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* (pp. 17-35). Amsterdam: John Benjamin Publishing Company.

Izhar, N. A., Kew, S. N., & Al-dheleai, Y. (2021). Teaching in the time of Covid-19: The challenges faced by teachers in initiating online class sessions. *International Journal of Academic Research in Business and Social Sciences, 11*(2), 1294-1306.

Jensen, L. (2001). Planning lessons. In M. Celce-Murcia. (Ed.), *Teaching English as a second or foreign language* (pp. 403-413). Boston: Heinle, Cengage Learning.

John, P. D. (2006). Lesson planning and the student teacher: Rethinking the dominant model. *Journal of Curriculum Studies, 38*(4), 483-498.

Johns, A. M. (2002). *Genre in the Classroom: Multiple Perspectives.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Johnson, A. P. (2000). It's time for Madeline Hunter to Go: A new look at lesson plan design. *Action in Teacher Education, 22*(1), 72-78. https://doi.org/10.1080/01626620.2000.10462994

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38*, 365–379. https://doi.org/10.3102%2F0013189X09339057

Johnson, K. (2008). *An Introduction to Foreign Language Learning and Teaching.* New York: Pearson.

Kamal, T., & Illiyan, A. (2021). School teachers' perception and challenges towards online teaching during COVID-19 pandemic in India: an econometric analysis. *Asian Association of Open Universities Journal, 16*(3), 311-325.

Kartika-Ningsih, H. (2016). *Multilingual re-instantiation: Genre pedagogy in Indonesian classrooms.* A thesis submitted to the Department of Linguistics, University of Sydney.

Kartika-Ningsih, H., & Gunawan, W. (2019). Recontextualisation of genre-based pedagogy: The case of Indonesian EFL classrooms. *Indonesian Journal of Applied Lingustics, 9*(2), 335-347. https://doi.org/10.17509/ijal.v9i2.20231

Kennette, L. N., & Redd, B. R. (2015). Instructor presence helps bridge the gap between online and on-campus learning. *College Quarterly*, 18(4).

Khurotulaeni. (2019). The implementation of curriculum 2013 revision on lesson plans made by English teachers of SMAN 2 Magelang in school year 2018/2019. *Journal of Research on Applied Linguistics Language and Language Teaching, 2*(1), 17-23.

Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.Sydney: University of New South Wales Press Ltd.

Ko, S., & Rossen, S. (2017). *Teaching Online: A Practical Guide* (4th ed.). New York: Routledge.

Kress, G. (1993). Genre as social process. In B. Cope and M. Kalantzis (Eds.), *The powers of literacy: A genre approach to teaching literacy.* London: The Falmer Press.

Krathwohl, D.R., Bloom, B.S., & Masia, B. B. (1964).*Taxonomy of Educational Objectives: Handbook II: Affective Domain* . New York: David McKay Company, Inc.

Kumar, R. (2011). *Research Methodology: A Step-by-step Guide for Beginners* (3rd ed.). New Delhi: SAGE.

Lassiter, J. (2020, December 2). *Building self-efficacy: How to Feel Confident in Your Online Teaching.* Faculty Focus. https://www.facultyfocus.com/articles/philosophy-of-teaching/building-self-efficacy-how-to-feel-confident-in-your-online-teaching/

Lee, I. (2012). Genre-based teaching and assessment in secondary English classrooms. *English Teaching: Practice and Critique, 11*(4), 120-136.

Lee, I., & Falvey, P. (2014). Perspectives on assessment for learning in Hong Kong writing class-rooms. In D. Coniam (Ed.), *English language education and assessment: Recent developments in Hong Kong and Chinese Mainland* (pp. 221-236). Singapore: Springer.

Lemay, D. J., Bazelais, P., & Doleck, T. (2021). Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports, 4*, 100130. https://doi.org/10.1016/j.chbr.2021.100130

Limniou, M., Sedghi, N., Kumari, D., & Drousiotis, E. (2022). Student engagement, learning environments and the COVID-19 pandemic: A comparison between psychology and engineering undergraduate students in the UK. *Education Sciences, 12*(10), 671.

Liu, C., & Chen, M. (2022). A genre-based approach in the secondary school English writing class: Voices from student-teachers in the teaching practicum. *Front. Psychol., 13*. https://doi.org/10.3389/fpsyg.2022.992360

Lynch, S. A., & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record, 45*(1), 10-15. http://dx.doi.org/10.1080/00228958.2008.10516525

Macken-Horarik, M. (2002). Something to shoot for. In A. M. Johns (Ed.), *Genre in the classroom* (pp. 17-42). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Macken-Horarik, M., Love, K., Sandiford, C., & Unsworth, L. (2018). *Functional Grammatics: Re-conceptualizing Knowledge about Language and Image for School English.* New York, NY: Routledge.

Macnaught, L., Maton, K., Martin, J. R., & Matruglio, E. (2013). Jointly constructing semantic waves: Implications for teacher training. *Linguistics in Education, 24*(1), 50-63.

Martin, J. R. (1985). *Factual Writing: Exploring and Challenging Social Reality.* Melbourne: Deakin University Press.

Martin, J. R. (1999). Mentoring semogenesis: 'genre-based' literacy pedagogy. In F. Christie (Ed.), *Pedagogy and the shaping of consciousness: linguistic and social processes* (pp.123-155). London: Cassell.

Martin, J. R. (2011). Bridging troubled waters: interdisciplinarity and what makes it stick. In F. Christie and K. Maton (Eds.), *Disciplinarity: Functional linguistic and sociological perspectives* (pp. 35-61). London: Continuum.

Martin, J. R., & Rose, D. (2008). *Genre Relations: Mapping Culture.* London, Oakville: Equinox Publishing Ltd.

Martin, J. R., & Rose, D. (2013). Pedagogic discourse: contexts of schooling. *RASK: International Journal of Language and Communication, 38*, 219-264.

Mason, J. (2002). *Qualitative Researching*. London: SAGE Publication Ltd.

McConnell, C., Conrad, B., & Uhrmacher, P. B. (2020). *Lesson Planning with Purpose: Five Approaches to Curriculum Design*. New York: Teachers College Press.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco, CA: Jossey Bass.

Minister of Education and Culture of the Republic of Indonesia. (2016). Regulation Number 22 of 2016 on process standard of primary and secondary education. https://jdih.kemdikbud.go.id/detail_peraturan?main=1468

Minister of Education and Culture of the Republic of Indonesia. (2018). Regulation Number 37 of 2018 on amendment to the regulation of the minister of education and culture number 24 of 2016 concerning core competencies and basic competencies of subjects in the 2013 curriculum for primary and secondary education. https://jdih.kemdikbud.go.id/detail_peraturan?main=2007

Minister of Education and Culture of the Republic of Indonesia. (2019). Circular letter number 14 of 2019 about simplification of the lesson plan. https://www.kemdikbud.go.id/main/blog/2019/12/surat-edaran-nomor-14-tahun-2019-tentang-penyederhaan-rencana-pelaksanaan-pembelajaran

Minister of Education and Culture of the Republic of Indonesia. (2020). Circular Letter Number 4 of 2020 on Policy Education amidst COVID-19 Outbreak. https://pusdiklat.kemdikbud.go.id/surat-edaran-mendikbud-no-4-tahun-2020-tentang-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-corona-virus-disease-covid-1-9/

Minister of Education, Culture, Research and Technology of the Republic of Indonesia. (2022). Regulation Number 16 of 2022 on process standard of early childhood, primary, and secondary education. https://jdih.kemdikbud.go.id/detail_peraturan?main=3092

Minister of Education, Culture, Research and Technology of the Republic of Indonesia. (2022). The Decree of the Education Agency, Standards, Curriculum and Assessment of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Basic Education Levels, and Secondary Levels in the Merdeka Belajar Curriculum. Jakarta: Minister of Education, Culture, Research and Technology.

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open, 1*(2020). https://doi.org/10.1016/j.ijedro.2020.100012

Nasrah, S., Kasmarani, E., & Rahayu, R. (2021). Implementation of management of scientific writing learning in class XI. *International Journal for Educational and Vocational Studies, 3*(5), 312-320. https://doi.org/10.29103/ijevs.v3i5.5974

Nilson, L., & Goodson, L. (2018). *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research.* San Francisco, CA: Jossey-Bass.

Nugroho, A., Ilmiani, D., & Rekha, A. (2020). EFL teachers' challenges and insights of online teaching amidst global pandemic. *Journal of English Language Literature and Teaching, 4*(3), 277-291.

Nunan, D., & Bailey, K. M. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide.* Boston, USA: Heinle, Cengage Learning.

Nurlaelawati, I., Lengkanawati, N. S., & Gunawan, W. (2020). Recontextualising genre-based pedagogy in Indonesian context: A case of preservice teachers. *International Journal of Education, 12*(2), 80-91.

Nurlaelawati, I., & Novianti, N. (2017). The practice of genre-based pedagogy in Indonesian schools: A case of preservice teachers in Bandung, West Java Province. *Indonesian Journal of Applied Linguistics, 7*(1), 160-166.

Orfan, S. N., Noori, A. Q., Hashemi, A., & Akramy, S. A. (2021). Afghan EFL instructors' use of teaching method. *International Journal of English Language Studies (IJELS), 3*(5), 31-38. https://doi.org/10.32996/ijels.2021.3.5.5

Palloff, R. M., & Pratt, K. (2013). *Lessons from the Virtual Classroom: The Realities of Online Teaching.* San Francisco, CA: Jossey-Bass.

Palobo, M., Sianturi, M., Marlissa, I., Purwanty, R., Dadi, O., & Nur, A. S. (2018). Analysis of teachers' difficulties on developing curriculum 2013 lesson plans. *Advances in Social Science, Education and Humanities Research, 226*, 1319-1324.

Pang, M. (2016). Pedagogical reasoning in EFL/ESL teaching: Revisiting the importance of teaching lesson planning in second language teacher education. *TESOL Quarterly, 50*(1), 246-263.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Pearson, P. D. (2009). The roots of reading comprehension instruction. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 3-31). London: Routledge.

Perifanou, M., & Economides, A. A. (2022). Digital competencies for online teachers. *Journal of Educators Online, 19*(3).

Petrina, S. (2007). *Advancing Teaching Methods for the Technology Classroom.* London: Information Science Publishing.

Ragan, L. C. (2015). *10 Principles of Effective Online Teaching: Best Practices in Distance Education.* USA: Magna Publications, Inc.

Richards, J. C. (1998). What's the use of lesson plans? In J. C. Richards (Ed.), *Beyond training* (pp. 103–121). New York: Cambridge University Press.

Richards, J. C., & Bohlke, D. (2011). *Creating Effective Language Lessons*. New York: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd Ed.). Cambridge, UK: Cambridge University Press.

Robertson, C., & Acklam, R. (2000). *Action Plan for Teachers: A guide to Teaching English.* London: BBC World Service.

Rose, D., & Martin, J. R. (2012). *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. Bristol, UK: Equinox Publishing Ltd.

Rothery, J. (1996). Making changes: Developing an educational linguistics. In R. Hasan & G. Williams (Eds.), *Literacy in society* (pp. 86–123). New York: Addison Wesley Longman Limited.

Roy, G., Babu, R., Kalam, M. A., Yasmin, N., Zafar, T., & Nath, S. R. (2021). Response, readiness and challenges of online teaching amid COVID-19 pandemic: the case of higher education in Bangladesh. *Educational and Developmental Psychologist.* https://doi.org/10.1080/20590776.2021.1997066

Rustipa, K., Yulistiyanti, Mulatsih, S. (2021). Text-based language teaching in the new-normal era to achieve communicative competence: Challenges for EFL Teachers. *Journal of Linguistics and English Teaching, 6*(2), 92-109.

Schleppegrell, M. J. (2004). *The Language of Schooling: A Functional Linguistics Perspective.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Selvaraj, A., Vishnu, R., KA, N., Benson, N., & Mathew, A. J. (2021). Effect of pandemic based online education on teaching and learning system. *International Journal of Educational Development, 85,* 102444. https://doi.org/10.1016/j.ijedudev.2021.102444

Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education*, *43*(4), 587-607. https://doi.org/10.1080/02619768.2020.1820981

Shank, G., *Brown,* L., & *Pringle,* J. (*2014*). *Understanding Education Research: A Guide to Critical Reading.* Boulder, CO: Paradigm Publishers.

Shrestha, P. N. (2020). *Dynamic Assessment of Students' Academic Writing: Vygotskian and Systemic Functional Linguistic Perspectives.* Cham, Switzerland: Springer.

Siripol, P., & Wilang, J. D. (2021). Demotivation and coping strategies in synchronous online teaching. *Asian EFL Journal Research Articles, 28*(2), 6-23.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2014). *Instructional Technologies and Media for Learning* (10th ed.). England: Pearson Education Limited.

Stake, R. E. (*2010*). *Qualitative Research: Studying How Things Work*. New York, NY: Guilford Press.

Stauffer, B. (2019, September 1). *What is a Lesson Plan and How do You Make One?* AES. https://www.aeseducation.com/blog/what-is-a-lesson-plan

Sternberg, R. J. (2003). *The Psychologist Companion: A Guide to Scientific Writing for Students and Researchers* (4th ed.). New York, USA: Cambridge University Press.

Suharyadi, Widiati, U., Basthomi, Y. (2021). Exploring EFL teachers' new pedagogical content knowledge of genre-based approach. *English Review: Journal of English Education, 10*(1), 1-14.

Suparlan. (2010). *Module: English Lesson Plan.* Jakarta: Tama University.

Taylor, M. C. (2005). Interviewing. In I. Holloway (Ed). *Qualitative Research in Health Care* (pp. 39-55). Maidenhead, England: McGraw-Hill Education.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press.

Werang, B. R., & Leba, S. M. R. (2022). Factors affecting student engagement in online teaching and learning: A qualitative case study. *The Qualitative Report, 27*(2), 555-577.

Widiastuti, I. A. M. S. (2020). *Lesson Planning and Material Development.* Denpasar: Unmas Press.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology, Psychiatry, & Applied Disciplines, 17*, 89–100.

Woodward, T. (2009). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom* (11th ed.). Cambridge, UK: Cambridge University Press.

Wyse, D. (2002). *Becoming a Primary School Teacher.* London: Routledge.

Yin, R. K. (2009). *Case Study Research: Design and Methods* (4th ed.). Thousand Oaks, CA: SAGE.

Yin, R. K. (2018). *Case Study Research and Application: Design and Methods* (6th ed.). Los Angeles: SAGE.

Yulianto, B., Kamidjan, Ahmadi, A., Asteria. P. V. (2018). Development of short Indonesian lesson plan to improve teacher performance. *IOP Conference Series: Materials Science and Engineering, 296.* https://doi.org/10.1088/1757-899X/296/1/012001

Zulfia, F. A., Yunanda, I., & Mawaddah, K. (2017). Analysis of learning implementation plan at X Biology Class in SMA and MA Babat District. *Proceeding of International Conference on Green Technology, 8*(1), 141-146.