CHAPTER I
INTRODUCTION

This chapter presents the background of this study. This covers the background of the study, followed by the research questions, the purposes of the study, the significance of the study, the scope of the study, the clarification of important key terms in this study, and the organization of the thesis.

1.1 Research Background

Genre-based pedagogy to teaching writing has been practiced in different educational contexts over the last few decades (Derewianka, 2003; Emilia, 2016). Grounded in systemic functional linguistics (Halliday, 1994) and Australian genre movement (e.g. Christie, 1989; Martin, 1985; Rothery, 1996), this pedagogy promotes teaching-learning as a social process that requires teachers to be an expert and an interventionist to lead students toward a critical understanding of genres or text types and to help them produce a range of valued text types (Christie, 2005; Martin & Rose, 2013). This pedagogy empowers teachers to play a central role in helping students to view and produce writing as a way to convey a particular social meaning rather than just as personal expressions needed for success in both school and life beyond school, and also in providing students with linguistics resources to achieve that goal (Dreyfus, Humphrey, Mahboob, & Martin 2016; Derewianka & Jones, 2016). This implies that to successfully implement genre-based pedagogy, teachers must possess both the knowledge of genre-based pedagogy and the ability to translate the knowledge into their teaching practices. Regarding this, Christie (2005) emphasizes, teachers bear the responsibility of setting pedagogical goals, ensuring students' mastery of necessary knowledge and skills, as well as providing guidance throughout the learning process.

Furthermore, in practice teachers are expected to follow a set of teaching procedures, widely known as the teaching-learning cycle (TLC). The teaching-learning cycle includes interactive and explicit teaching, embodied through four interrelated stages: building knowledge of the field (BKoF), modelling, joint construction, and independent construction (Rothery, 1996; see also Emilia, 2005).

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The stages have different purposes and types of classroom activities (Hyland, 2004). In the first stage, building knowledge of the field, teachers concern with building up students' knowledge about the topic and content that they are going to write about. During this stage, teachers can involve brainstorming and reading relevant materials. In the next stage, modelling, teachers demonstrate a model of the target text to reveal the organizational structures and language features of the text and how language choices construct meaning. Moving on to the next stage, joint construction, teachers provide students with opportunities to practice writing with the teacher and/or peers. In the last stage, independent construction, teachers assign students to write the target text on their own.

Concerning the important role of teachers in enacting genre-based pedagogy, a number of studies have addressed teacher understanding and practices of the pedagogy in different contexts (e.g. Kartika-Ningsih & Gunawan, 2019; Liu & Chen, 2022; Nurlaelawati & Novianti, 2017; Nurlaelawati, Lengkanawati, & Gunawan, 2020; Suharyadi, Widiati, & Basthomi, 2021). In Indonesian EFL classroom, Kartika-Ningsih and Gunawan (2019) reported that in their study the teachers combined genre-based pedagogy with other EFL teaching methods, where they dominantly used grammar translation method and communicative approach. This practice was considered less satisfactory because the teachers treated genre-based pedagogy only as an additional part of the collection in their teaching practices, indicating that they paid less attention to the functions and the meaningful activities of each stage. While in different context, Nurlaelawati and Novianti's (2017) study focused on six Indonesian English preservice teachers' understanding and practices of genre-based pedagogy in their teaching practicum in lower secondary schools. The findings reveal that most of the preservice teachers did not apply building knowledge of the field which is considered as the important stage for the Indonesian EFL context. It was also identified that the teachers did not provide feedback on students' writing and treated writing as a single activity, indicating that writing was viewed as a product, instead of a process.

All those studies, despite the fact that they offer beneficial insights on how teachers understand and enact genre-based pedagogy in classrooms, however, were conducted in offline environments. While, the way teachers enact the pedagogy in

online teaching that has risen in popularity, especially during the COVID-19 pandemic (Orfan, Noori, Hashemi, & Akramy, 2021), has been inadequately explored so far. It is important to note that unlike offline contexts where teachers can only involve traditional teaching materials, online teaching requires teachers to utilize various online tools for pedagogical purposes (Hampel & Stickler, 2015). Moreover, teachers also need to make sure that activities in online teachings are sufficiently supportive to provide students with access to genres and registers which are necessary for learning, practice language use, and receive assistance in their writing of assignments (Dreyfus et al., 2016). Teachers, therefore, may need some adjustments, finding the best strategy to effectively implement genre-based pedagogy in such context. As Lemay, Bazelais, and Doleck (2021) point out, things that can work well in face-to-face classrooms should not be applied unquestioningly when it comes to online learning contexts because medium shapes different modes of communication and class presence.

This study, therefore, addressed the gap by investigating teacher understanding of genre-based pedagogy in an online context. More specifically, this study attempted to find out an English teacher's understanding of genre-based pedagogy in the online context of Narrative writing. This study also investigated the challenges the teacher encountered during its implementation within that specific context. The results of this study hopefully contribute to the understanding of how a teacher comprehended and implemented genre-based pedagogy, especially in the online context of Narrative writing, and can be used to improve the quality of genre-based pedagogical practices within that specific context.

1.2 Research Questions

This study aims to probe an English teacher's understanding of genre-based pedagogy in the context of online teaching of Narrative writing. More specifically, it is meant to address these two following questions:

1. How is the teacher's understanding of genre-based pedagogy in the context of online teaching of Narrative writing?

2. What challenges are encountered by the teacher in implementing genre-based pedagogy in online teaching of Narrative writing?

1.3 Purposes of the Study

Based on the research questions, this study is intended to meet these following purposes:

1. finding out in detail about teacher understanding of genre-based pedagogy in the context of online teaching of Narrative writing.

2. investigating the challenges that the teacher encountered in implementing genre-based pedagogy in the online teaching of Narrative writing.

1.4 Significance of the Study

This study is significant from three perspectives, theoretical, practical, and policymaking.

Theoretically, this study holds significance as it is expected to enrich the literature on teacher understanding of genre-based pedagogy in relation to the gap in a contextual setting, that is in online teaching of Narrative writing.

Practically, for practitioners, this study can be leveraged for reflective practice of genre-based pedagogy, particularly in the context of online environments, that is to enhance the effectiveness of this pedagogy. This study also hopefully can serve as one baseline for other researchers who work on developing genre-based pedagogy for online environments, especially in teaching Narrative writing.

In terms of policymaking, this study can serve as valuable insights for policymakers to consider designing teacher training programs aimed at enhancing teachers' understanding of genre-based pedagogy, specifically in online education environments. This study may also suggest the need for having appropriate online platforms to facilitate the successful implementation of genre-based pedagogy in online education settings.

1.5 Scope of the Study

This is a qualitative case study striving to figure out an English teacher's understanding of genre-based pedagogy at one junior high school in Bandung, West Java, Indonesia in the context of online teaching of Narrative writing. This study also investigated the challenges encountered by the teacher in implementing the

pedagogy within that specific context. As this study was conducted in Indonesia, the concept of genre-based pedagogy is informed by systemic functional linguistics (SFL) that has been included in Indonesian Curriculum since 2004 (see Emilia, 2016).

1.6 Research Terminology

To avoid misunderstanding about the terms used in this study, the following is the clarification of the key terms.

1. Genre-based pedagogy

   Genre-based pedagogy in this study is within systemic functional linguistics, developed as a framework for language instruction to help students produce a range of purposeful genres or text types (Christie, 2005; Macken-Horarik, 2002; Martin, 1999). More specifically, genre-based pedagogy in this study refers to an approach of teaching literacy applied by an English teacher in teaching Narrative writing.

2. Lesson Plan

   The term 'lesson plan' in this study refers to the teacher's framework of a coherent sequence of genre-based activities and teaching (see Derewianka & Jones, 2016; Gibbons, 2015).

3. Teaching Practices

   In this study, teaching practices refers to the way the teacher applied genre-based pedagogy on the basis of the theory of systemic functional linguistic, genre, and the four stages of genre-based teaching-learning cycle developed by Rothery (1996). Those are Building Knowledge of the Field, Modelling, Joint Construction, and Independent Construction.

4. Online Teaching

   Online teaching refers to as a form of distance education that is conducted using Internet, either through the use of the Web or applications (Ko & Rossen, 2017). In this study, online teaching was conducted by the teacher using a virtual classroom platform during COVID-19 pandemic.

5. Narrative Writing

Narrative writing in this study refers to one of valued genre or text types structured to provide entertainment and cultural values through problematic events that need to be resolved for better or worse (Knapp & Watkins, 1994; Butt, Fahey, Feez, Spinks, & Yallop, 2000; Macken-Horarik, 2002; Derewianka & Jones, 2016). Narrative writing has a particular organizational structure, including Orientation, Complication, Evaluation, Resolution, and Coda (optional), which are commonly found in traditional Narratives (Butt et al., 2000; Derewianka & Jones, 2016).

1.7 Organization of the Thesis

This thesis is organized into five distinct chapters, as outlined in the following.

Chapter I presents the general contents of the research, including the background of the study, research questions, purposes of the study, significance of the study, scope of the study, research terminology, and organization of the thesis.

Chapter II provides the literature review that involves related theories and studies. It consists of four main parts. The first part covers the discussion about genre-based pedagogy based on the theory of systemic functional linguistics. It also includes the discussion of a teaching-learning cycle model and Narrative writing or genre. The second part is associated with lesson planning. The third part covers the discussion about online teaching. The last part is related to the previous related studies.

Chapter III explains the research methodology that includes all procedures and stages of the research comprehensively. This presents research design, research site and participant, data collection, and data analysis.

Chapter IV provides the findings based on the collected data along with the discussion.

Chapter V presents the conclusions from the previous chapter, limitations of the study, and recommendations for further studies.