

**A GENRE-BASED APPROACH TO TEACHING
MULTIMODAL TEXTS TO PRE-SERVICE TEACHERS**

A DISSERTATION

**Submitted in partial fulfilment of the requirements for the
Doctoral Degree in English Language Education**



**By
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**ENGLISH LANGUAGE EDUCATION PROGRAM
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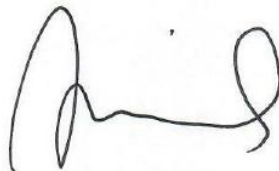
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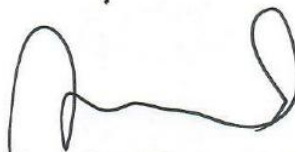
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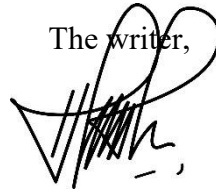
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STATEMENT OF AUTHORIZATION

I certify that this dissertation entitled “ A Genre-Based Approach to Teaching Multimodal Texts to Pre-Service Teachers “ is my own work and I am responsible for the content of this dissertation. Others writings that are included in this work are cited in accordance with the ethical standards.

Bandung, September 2025

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A handwritten signature in black ink, appearing to be 'Irsyad Nugraha', written over a series of horizontal lines.

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2104952

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PREFACE

This dissertation entitled “A Genre-Based Approach to Teaching Multimodal Analytical Exposition Texts to Sixth-Semester Pre-Service Teachers at Institut Pendidikan Indonesia (IPI) Garut” is submitted as part of the requirements for the Doctoral Degree in English Education at Universitas Pendidikan Indonesia, Bandung.

The motivation for conducting this research arose from my strong interest in academic writing pedagogy, genre-based instruction, and multimodal literacy. As an English educator, I believe that developing students’ ability to construct analytical exposition texts—both linguistically and visually—is crucial for preparing them as future teachers in the digital era. Therefore, this study attempts to explore how the Genre-Based Approach (GBA), when integrated with multimodal perspectives, can enhance students’ competence in writing multimodal analytical exposition texts.

Carrying out this dissertation has been both a challenging and rewarding journey. It offered me an opportunity to engage with the theory and practice of genre pedagogy, systemic functional linguistics, and multimodality within an authentic teaching-learning context. This research is qualitative in nature and focuses on the four stages of the GBA teaching cycle (Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text). It analyzes how students develop their multimodal writing competence, the challenges they encounter, and the strategies that support their learning.

While every effort has been made to ensure the quality and validity of this study, I acknowledge that there are still some limitations. Nevertheless, it is my hope that this dissertation will contribute to the body of knowledge in English education, and serve as a useful reference for researchers, teacher educators, and practitioners interested in genre pedagogy, multimodal literacy, and the teaching of academic writing in higher education.

Bandung, September 2025

ABSTRACT

This study investigates how the Genre-Based Approach (GBA) is implemented in teaching writing of multimodal texts within an English as a Foreign Language (EFL) context, to enhance pre-service teachers' academic writing skills, especially in multimodal analytical exposition texts. The study has been implemented by using the theory of Systemic Functional Linguistics (Halliday, 2004; Eggins, 2004; Halliday & Matthiessen, 2013), the Genre Based Approach (Derewianka, 2003; Martin & Rose, 2003; Emilia, 2005), Multimodality (Van Leeuwen & Kress, 2006; Jewitt, 2008; Jewitt et al, 2016), and analytical exposition text (Knapp & Watkins, 2005). The study used a qualitative, intrinsic single case study design (Stake, 1995; Yin, 2018). This study involved 64 sixth-semester students in an English education program. Data were collected through the phases of GBA stages, semi-structured interviews, and analysis of students' multimodal analytical exposition text. The Findings indicate that the GBA framework supported students in producing multimodal analytical exposition texts with schematic structures and linguistic features. Students showed improved competence in genre structure, visual elements, and the alignment of multimodal element with the texts' meaning. This study contributes to both pedagogy and theory by demonstrating how GBA can be effectively adapted for multimodal writing instruction in EFL teacher education. It highlights the approach's potential to foster multimodal and academic literacy, preparing future educators to navigate and teach in increasingly multimodal learning environments.

Keywords: *Genre-Based Approach, multimodal texts, analytical exposition, Systemic Functional Multimodal Discourse Analysis, diagnostic writing, Merdeka Curriculum.*

ABSTRAK

Penelitian ini mengkaji bagaimana Pendekatan Berbasis Genre (Genre-Based Approach/GBA) diimplementasikan dalam pengajaran penulisan teks multimodal dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL) untuk meningkatkan keterampilan menulis akademik calon guru, khususnya pada teks eksposisi analitis multimodal. Penelitian ini dilaksanakan dengan menggunakan teori Linguistik Fungsional Sistemik (Halliday, 2004; Eggins, 2004; Halliday & Matthiessen, 2013), Pendekatan Berbasis Genre (Derewianka, 2003; Martin & Rose, 2003; Emilia, 2005), Multimodalitas (Van Leeuwen & Kress, 2006; Jewitt, 2008; Jewitt dkk., 2016), serta teori tentang teks eksposisi analitis (Knapp & Watkins, 2005). Metode penelitian yang digunakan adalah kualitatif dengan desain studi kasus tunggal intrinsik (Stake, 1995; Yin, 2018). Penelitian ini melibatkan 64 mahasiswa semester enam dari program pendidikan bahasa Inggris. Data dikumpulkan melalui tahapan GBA, wawancara semi-terstruktur, serta analisis terhadap teks eksposisi analitis multimodal karya mahasiswa. Hasil penelitian menunjukkan bahwa kerangka kerja GBA mendukung mahasiswa dalam menghasilkan teks eksposisi analitis multimodal dengan struktur skematis dan ciri-ciri kebahasaan yang sesuai. Mahasiswa menunjukkan peningkatan kompetensi dalam struktur genre, penggunaan elemen visual, serta keselarasan antara unsur multimodal dengan makna teks. Penelitian ini memberikan kontribusi baik secara pedagogis maupun teoretis dengan menunjukkan bagaimana GBA dapat secara efektif diadaptasi untuk pengajaran penulisan multimodal dalam pendidikan calon guru EFL. Temuan ini menegaskan potensi pendekatan tersebut dalam menumbuhkan literasi multimodal dan akademik, sehingga mempersiapkan pendidik masa depan untuk mengajar dan beradaptasi dalam lingkungan belajar yang semakin multimodal.

Kata Kunci: *Pendekatan Berbasis Genre, teks multimodal, eksposisi analitis, Analisis Wacana Multimodal Fungsional Sistemik, penulisan diagnostik, Kurikulum Merdeka.*

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