CHAPTER I
INTRODUCTION

This chapter provides an introduction to the study, including the background, scope, research questions, purpose, significance, and clarification of the key terms used in this study.

1.1. Background of the Study

English has become a central language for international communication, higher education, and professional advancement, making it an essential component of Indonesia's education system from primary to tertiary levels. English has increasingly become crucial for global communication and academic advancement (Hamied, 2012; Hamied & Musthafa, 2019). In the era of globalisation and rapid technological advancement, recent curriculum reforms in EFL contexts have emphasised not only linguistic competence but also the ability to produce diverse text types, including multimodal texts that combine written language with visual and digital elements.

Within this framework, multimodal analytical exposition occupies a particularly significant role in EFL higher education. As an academic genre, it developed linguistic competence, persuasive argumentation, and the logical organisation of ideas (Hyland, 2019; Martin& Rose, 2003; Jewitt, 2008). Its prominence in the Indonesian EFL curriculum is reflected in *Kurikulum Merdeka*, which identifies analytical exposition as a key for achieving competencies in effective communication. Moreover, this genre features prominently in academic writing courses, national assessments, and teacher competency standards, positioning it as an essential skill for English teachers.

For pre-service English teachers, mastery of analytical exposition is not only an academic requirement but also a professional necessity. They are expected to produce coherent, persuasive texts and to guide their future students in doing the same. However, research and classroom observations reveal persistent challenges: many pre-service teachers struggle to construct logically sequenced arguments, integrate relevant evidence, and employ cohesive devices effectively—difficulties that are exaggerated when required to incorporate visual elements into multimodal compositions. Producing multimodal analytical exposition texts demands the ability to coordinate verbal and visual resources so that diagrams, images, or other visual features enhance rather than the written argument. This makes analytical exposition an ideal focus for research aimed at strengthening multimodal literacy in teacher education.

Despite these curricular goals, many Indonesian classrooms still rely on traditional grammar-focused instruction, with limited emphasis on genre-based or multimodal writing (Andriani et al., 2021; Souisa & Yanuarius, 2020; Delyana et al., 2024). Teachers often lack the pedagogical knowledge and training to scaffold the production of multimodal text, resulting in student texts with weak organisation, underdeveloped arguments, and poorly integrated visual elements (Abdullah et al., 2020; Pham & Bui, 2021). These challenges reveal a persistent gap between curriculum objectives and actual classroom practice.

To address this issue (the mismatch between curriculum goals and classroom practices in teaching multimodal writing), this study adopts the Systemic Functional Linguistics (SFL) and Genre-Based Approach (GBA) framework, which provides a structured and theoretically grounded method to develop students' genre awareness, linguistic control, and multimodal composition skills (Derewianka, 2003; Martin & Rose, 2003; Humphrey, 2011). Previous studies in Indonesia have demonstrated that GBA enhances students' argumentative writing by promoting better cohesion, logical flow, and critical engagement (Emilia, 2005; Sukyadi, 2022). Internationally, GBA has also proven effective in scaffolding students' writing development through its cyclical teaching-learning stages: Building Knowledge of the Field, Modelling of the text, Joint Construction of the text, and Independent construction of the text (Feez & Joyce, 1998; Christie & Unsworth, 2005).

However, while research on GBA and multimodal pedagogy has shown potential, a significant gap remains. Much of the existing literature still focuses on monomodal academic writing (Liu & Chen, 2022; Zeng, 2024; Nguyen, 2022), and few studies investigate how GBA can be adapted to support students in producing multimodal analytical exposition texts (Uamsiri, 2021; Nugraha et al., 2024; Rahayu & Musyarofah, 2022). In particular, there is limited empirical evidence on how pre-service English teachers, as future educators, can be effectively prepared to teach multimodal genres. Without specialised training, these teachers risk entering the profession underprepared to meet the literacy needs outlined by the curriculum.

This study addresses the lack of research that combines GBA with the explicit teaching of multimodal analytical exposition writing in teacher education contexts. This study explores how GBA can be implemented to teach multimodal analytical exposition writing to sixth-semester pre-service English teachers. It investigates how the stages of the GBA cycle can be optimised to scaffold multimodal learning and examines the student texts through SFL to assess both linguistic and visual proficiency. The findings aim to contribute theoretically,

pedagogically, and practically to the discourse on genre-based multimodal instruction, especially in teacher education.

1.2. Scope of the Study

This study investigates the implementation of the Genre-Based Approach (GBA) in teaching multimodal analytical exposition writing to sixth-semester pre-service English teachers enrolled in the English Education Program at a university in Garut, West Java, Indonesia. The participants consisted of approximately 64 students who were enrolled in an academic writing course as part of their undergraduate teacher education curriculum. The instructional intervention was delivered in a hybrid over 12 weeks, following the four stages of the GBA teaching–learning cycle: Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text.

The scope of analysis is limited to students' written multimodal analytical exposition texts, integrating verbal and visual elements. The study focuses exclusively on the linguistic and visual resources used in these written texts, as analysed through the lens of Systemic Functional Linguistics (SFL). It does not include oral multimodal tasks, non-English texts, or genres outside the analytical exposition type. The findings are context-specific and may not be generalisable to other disciplines, year levels, or institutional settings without adaptation.

1.3. Research Questions

How can GBA be implemented to teach writing of multimodal analytical exposition to sixth-semester pre-service teachers?

1.4. Purpose of the Study

To investigate how the Genre-Based Approach (GBA) can be implemented to teach multimodal analytical exposition writing to sixth-semester pre-service teachers.

1.5. Significance of the Study

This study is significant in three interconnected domains: theoretical, practical, and policy, with implications for strengthening teacher preparation and advancing literacy education in Indonesia.

1. Theoretical

This research advances the field of Genre-Based Approach (GBA) studies by demonstrating its adaptability for multimodal composition, particularly in academic genres such as analytical exposition. By integrating Systemic Functional Linguistics (SFL) to examine

the interplay between linguistic and visual modes, the study provides a nuanced account of how meaning-making processes operate in multimodal texts produced by pre-service English teachers. These insights expand existing genre theory to better encompass multimodal literacy, offering a richer analytical lens for future EFL writing research.

2. Practical

The findings generate concrete pedagogical models that teacher educators can integrate into pre-service training programs. The learning activities mapped to each stage of the GBA cycle (BKoF, MoT, JCoT, ICoT) serve as adaptable blueprints for developing multimodal writing competence. Beyond improving students' genre awareness and writing skills, these models prepare future English teachers with explicit strategies for embedding multimodal literacy into their classrooms. Such preparation addresses a current professional development gap, equipping new teachers to meet the literacy demands of 21st-century learners.

3. Policy

This study offers evidence-based recommendations relevant to Indonesia's Kurikulum Merdeka, particularly its emphasis on higher-order thinking, contextualised learning, and multiliteracy. By illustrating how GBA can be systematically applied to develop multimodal writing skills in teacher education, the research provides a replicable framework that curriculum developers and policymakers can scale across institutions. The results underscore the need for teacher education programs to explicitly include multimodal genre pedagogy in their curricula, thereby bridging the gap between national policy goals and actual classroom practice.

1.6. Clarification of the Terms

The key terms used in the title and throughout this study are defined below to ensure conceptual clarity and avoid ambiguity.

1.6.1 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a theory of language developed by Halliday, which views language as a social semiotic system used to make meaning in context. It focuses on three metafunctions: ideational (representing experience), interpersonal (enacting social relationships), and textual (organizing discourse coherently) (Halliday, 2004; Eggins, 2004; Halliday& Matthiessen, 2013). In this study, SFL is applied as an analytical tool to examine students' texts clause by clause, focusing on transitivity, mood, modality, theme–rheme, and conjunctions.

1.6.2 The Genre Based Approach

The Genre-Based Approach (GBA) is a pedagogical framework grounded in SFL that emphasizes explicit teaching of language and text structures through stages of scaffolding (building knowledge of the field, modeling, joint construction, and independent construction) (Derewianka, 2003; Martin & Rose, 2003; Emillia, 2005). GBA assumes that students can learn more effectively when teachers make linguistic and structural patterns visible, thereby supporting learners in producing coherent and purposeful texts. In this study, GBA serves as the instructional model for teaching multimodal analytical exposition texts.

1.6.3 Multimodal Analytical Exposition Text

A Multimodal Analytical Exposition Text is an argumentative genre whose purpose is to persuade readers by presenting a thesis, arguments, and a conclusion. In addition to verbal language, multimodal texts combine semiotic resources such as images, diagrams, and layout to strengthen meaning-making (Van Leeuwen & Kress, 2006). Within this study, the analytical exposition text is not only assessed for its linguistic accuracy but also for the integration of visual elements that enhance logical reasoning and rhetorical impact.