

**INCORPORATING GENERATIVE ARTIFICIAL INTELLIGENCE INTO
GENRE-BASED APPROACH TO TEACHING ARGUMENTATIVE
WRITING: A CASE STUDY IN AN INDONESIAN EFL TERTIARY
CONTEXT**

A Dissertation

**Submitted in partial fulfillment for Doctor's degree in English Language
Education Study Program**



**by
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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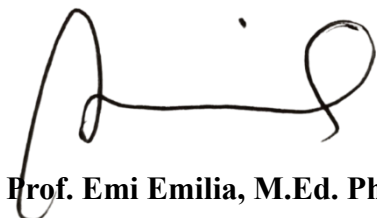
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ABSTRAK

Meskipun kecerdasan buatan generatif (misalnya, ChatGPT) menawarkan manfaat berupa umpan balik langsung untuk mendukung perkembangan kemampuan menulis mahasiswa, masih terdapat kekhawatiran terkait penggunaannya secara bertanggung jawab dalam konteks akademik. Kendati penerapannya dalam pembelajaran menulis semakin meluas, penelitian yang mengkaji integrasinya ke dalam Genre-Based Approach (GBA) yang dipadukan dengan kerangka literasi AI masih terbatas. Padahal, kerangka pedagogis ini penting untuk mendorong penggunaan AI secara etis dan reflektif, sekaligus menjawab tantangan dalam penerapan GBA dan pengembangan kemampuan menulis argumentatif mahasiswa. Penelitian ini bertujuan mengeksplorasi potensi integrasi ChatGPT dengan GBA dalam pengajaran menulis argumentatif. Dengan menggunakan desain studi kasus, sebanyak 15 mahasiswa EFL tingkat pra-menengah dari sebuah universitas swasta di Indonesia mengikuti program pembelajaran selama 10 minggu. Dalam program tersebut, mereka mendapatkan pengajaran, melaksanakan tugas menulis pra- dan pascaintervensi, serta mengikuti wawancara pra-pengajaran. Selain itu, para peserta juga memperoleh pelatihan literasi AI yang kemudian mereka terapkan untuk memandu penggunaan ChatGPT pada setiap tahap GBA. Untuk analisis data, teks tulisan mahasiswa ditelaah menggunakan Systemic Functional Linguistics (SFL), wawancara dianalisis secara tematik, dan observasi kelas digunakan untuk mendokumentasikan proses pembelajaran. Hasil penelitian menunjukkan bahwa integrasi GBA dengan ChatGPT yang dipandu oleh Kerangka Literasi AI secara efisien meningkatkan kesadaran genre, struktur argumen, serta kendali linguistik mahasiswa. Di saat yang sama, pendekatan ini menumbuhkan penggunaan AI yang kritis, kreatif, dan bertanggung jawab, sehingga memperkuat orisinalitas serta kemandirian belajar mahasiswa. Meskipun terdapat peningkatan, hasil tulisan mahasiswa tetap memerlukan dukungan pedagogis lebih lanjut, khususnya dalam mengelaborasi argumen. Meskipun sesi menulis kolaboratif memberi sedikit manfaat tertentu bagi beberapa mahasiswa, dukungan tersebut masih penting untuk mendorong kemandirian yang lebih besar dalam menghasilkan teks argumentatif. Temuan ini mengindikasikan bahwa meskipun rancangan pembelajaran mampu memfasilitasi perkembangan, pencapaian penguasaan penuh dalam menulis argumentatif merupakan proses bertahap yang melampaui batas waktu intervensi, terutama bagi pembelajar pra-menengah. Studi ini diakhiri dengan beberapa implikasi pedagogis dan arah penelitian selanjutnya.

Kata Kunci: ChatGPT; GBA; Literasi AI; Teks Argumentasi; Teks Diskusi

ABSTRACT

While generative artificial intelligence (e.g., ChatGPT) offers benefits such as immediate feedback to support students' writing development, concerns remain about its responsible use in academic contexts. Despite its growing adoption in writing instruction, limited research has explored its incorporation into the Genre-Based Approach (GBA) informed by an AI literacy framework, a pedagogical lens essential for fostering ethical and reflective use while addressing challenges in GBA implementation and students' argumentative writing development. This study, therefore, aims to explore the potential of integrating ChatGPT with GBA in argumentative writing instruction. Employing a case study design, 15 pre-intermediate EFL students from a private university in Indonesia participated in a 10-week instructional program, during which they received instruction and completed pre- and post-writing tasks along with pre-instructional interviews. In addition to writing instruction, the participants received training in an AI literacy framework, which they subsequently applied to inform their use of ChatGPT in each stage of GBA. For data analysis, students' written texts were examined using Systemic Functional Linguistics (SFL), interviews were analyzed thematically, and classroom observation was used to document the teaching process. The findings reveal that integrating GBA with ChatGPT, guided by the AI Literacy Framework, efficiently enhanced students' genre awareness, argument structure, and linguistic control while fostering critical, creative, and responsible AI use that strengthened originality and learner agency. Despite notable improvements, students' writing still required pedagogical support, particularly in elaborating arguments. Such support remained crucial for fostering greater independence in producing argumentative texts, although collaborative writing sessions offered certain benefits to some students. These findings suggest that while the instructional design facilitated progress, achieving full mastery of argumentative writing is a gradual process that extends beyond the limited timeframe of the intervention, particularly for pre-intermediate learners. The study concludes with several pedagogical implications and directions for future research.

Keywords: AI literacy; Argumentative writing; ChatGPT; Discussion text; GBA

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