

CHAPTER I

INTRODUCTION

The Genre-based Approach (GBA) has emerged as a valuable framework in writing instruction. With the rapid growth of artificial intelligence (AI) technologies, particularly tools like ChatGPT, there is a unique opportunity to supplement and enhance GBA instruction. These AI tools can offer real-time support in idea generation, feedback, and language modeling. However, integrating AI meaningfully into education requires more than access; it demands digital literacy and ethical competence. Therefore, this study proposes enhancing the GBA through the use of ChatGPT, underpinned by an AI literacy framework to ensure that learners use such technologies effectively, responsibly, and ethically. This chapter introduces the rationale for the study, followed by the research questions, objectives, scope, significance, key terms, and the organization of the dissertation.

1.1 Background of the Study

Writing has become an essential skill in today's text-driven society (Korkmazgil, 2022). This is particularly true for second-language (L2) writers, as proficiency in L2 writing supports access to higher education, expands professional opportunities, and enhances cognitive skills related to organizing and communicating ideas effectively (Hyland, 2019; Kern, 2000). Moreover, writing competence in English plays a pivotal role in shaping individuals' academic and professional trajectories, serving as a key indicator of institutional recognition, educational success, and professional advancement (Hyland, 2022).

Given this context, the development of writing skills is increasingly regarded as a prerequisite for academic achievement, especially in higher education (Tardy, 2011). Undergraduate students are typically expected to produce a variety of texts, such as essays, laboratory reports, and critical analyses, while graduate students often engage with more complex academic genres, including journal articles, grant proposals, and conference presentations, texts that bridge academic and professional spheres (Tardy, 2009). Among these academic genres,

argumentative writing is widely recognized as a core skill necessary for academic and professional success (Brisk, 2014; Derewianka & Jones, 2016; Reinders et al., 2017). At its core, argumentation involves the construction of claims supported by evidence and logical reasoning (Fan & Chen, 2021).

However, writing is a complex process that demands the integration of cognitive and linguistic skills, strategic problem-solving, and self-regulation (Kormos, 2023). Empirical research has shown that students frequently struggle with argumentative writing, especially within English language education (e.g., Qin & Karabacak, 2010). In the Indonesian EFL context, studies have consistently reported similar difficulties (e.g., Juhana et al., 2023; Lubis, 2020; Nurlatifah & Yusuf, 2022; Saprina et al., 2021; Sundari & Febriyanti, 2021). Common challenges include overreliance on personal experience as evidence (Qin & Karabacak, 2010), insufficient support for claims (Juhana et al., 2023; Sundari & Febriyanti, 2021), inadequate use of counterarguments and rebuttals (Liu & Stapleton, 2020), a lack of explanation following claims, frequent grammatical and conceptual errors (Juhana et al., 2023; Lubis, 2020; Saprina et al., 2021), and ineffective instructional practices (Altınmakas & Bayyurt, 2019). In response, scholars have explored various instructional approaches to improve students' argumentative writing, with genre-based pedagogy being one of the most prominent (e.g., Aunurrahman, 2018; Emilia & Hamied, 2015; Hakim, 2023; Moore, 2019; Nagao, 2018; Wijayanti, 2019).

Among these pedagogical models, the Genre-Based Approach, rooted in the Systemic Functional Linguistics (SFL) framework, has been extensively investigated. This approach emphasizes the explicit instruction of genre structures and linguistic features, grounded in the belief that learners benefit significantly from understanding how language functions in context (Derewianka & Jones, 2023; Hyon, 1996; Rose & Martin, 2012). Recent studies have demonstrated that such explicit instruction, including teaching schematic structure and grammatical patterns, contributes positively to students' writing development (e.g., Dreyfus, et al., 2016; Nagao, 2019; Uzun & Topkaya, 2020; Wardani et al., 2021), reinforcing

the pedagogical value of the Genre-Based Approach in fostering writing proficiency.

However, while the Genre-Based Approach (GBA) has been consistently acknowledged as an effective pedagogy for advancing students' writing competence, its practical limitations have been extensively documented. Evidence from the literature suggests that these limitations can be broadly classified into teacher- and student-related factors, both of which exert a substantial influence on the trajectory of learners' writing development. From the teacher-related perspective, the insufficiency of time allocation results in a restriction of students' opportunities for engagement in higher-order processes, including reasoning, elaboration of content, and critical reflection (Jin et al., 2020). Furthermore, the prioritization of surface-level feedback, particularly on grammar and vocabulary accuracy, often occurs at the expense of systematic attention to higher-order textual dimensions such as argument organization, coherence, and evidential substantiation (Su et al., 2021).

On the student-related side, several intertwined constraints can be identified. The limitation of linguistic proficiency and the prevalence of low confidence in language ability diminish learners' capacity for peer scaffolding, which reinforces a dependency on teacher mediation (Shehadeh, 2011; Storch, 2005). In addition, the emergence of affective constraints, particularly the reluctance to articulate opinions due to apprehension about offending peers, curtails opportunities for dialogic interaction and the negotiation of meaning (Shehadeh, 2011; Storch, 2005). Cognitive constraints are also evident in learners' difficulties with the identification of valid evidence and the sustainment of logical reasoning, both of which are compounded by the temporal limitations imposed on revision processes (Jin et al., 2020). Taken together, these teacher- and student-related factors demonstrate the intricate interplay between pedagogical design and learner preparedness, thereby underscoring the multidimensional and complex nature of the challenges inherent in cultivating advanced academic writing competence.

To overcome these limitations, recent scholarship has underscored the value of integrating technology into the GBA across different stages of the teaching-

learning process (Korkmazgil, 2022). Among the emerging technologies, ChatGPT has garnered particular attention for its potential to assist writers in multiple stages of academic composition, from planning to revising (Nordling, 2023). ChatGPT offers new possibilities for enhancing L2 writing instruction. These technologies can provide immediate, personalized feedback, increase learner engagement, and support language development (Karataş et al., 2024). Studies exploring the use of ChatGPT have reported benefits such as enhanced student motivation, support for personalized learning, and improved instructional delivery (Jeon & Lee, 2023; Kasneci et al., 2023; Kohnke et al., 2023; Tlili et al., 2023).

While interest in the pedagogical applications of generative artificial intelligence (Gen-AI) in language education is rapidly increasing, there remains a paucity of empirical research that systematically incorporates ChatGPT within a GBA framework, especially in teaching argumentative writing in EFL contexts. This gap underscores the importance of research that not only explores the instructional integration of ChatGPT into GBA but also evaluates its capacity to address both linguistic and rhetorical challenges inherent in students' academic writing.

A recent study by Tai et al. (2025) marks one of the earliest empirical efforts to explore this integration. Employing a mixed-methods design that included pre- and post-tests, willingness-to-write (WtW) questionnaires, and focus group interviews with 48 Taiwanese EFL students, the study reported significant improvements in students' use of key argumentative structures, especially in counterarguments, rebuttals, and conclusions. Although the findings suggest that incorporating ChatGPT into genre-based instruction can enhance students' use of rhetorical moves in argumentative writing, the study positions ChatGPT primarily as a facilitative tool for idea generation and text revision, without addressing concerns frequently highlighted in the literature, such as the need for critical evaluation of AI-generated content (Cogo et al., 2024; Moorhouse, 2024; Warschauer & Xu, 2024), potential risks to learner creativity, ethical implications, over-reliance on AI output (Marzuki et al., 2023), and the absence of pedagogical strategies to mitigate these issues (Pecorari, 2023).

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As Barrot (2024) emphasizes, the strategic integration of ChatGPT into established writing pedagogies is essential. Effective implementation requires examining its pedagogical implications and acknowledging the critical role of educators in guiding students' engagement with AI tools (Ulla et al., 2023). With the expanding role of technology in education, an increasing number of studies have explored the incorporation of ChatGPT into language teaching (e.g., Booth et al., 2023; Hapsari & Wu, 2022; Jacob et al., 2023), and several scholars have proposed frameworks for embedding AI into curriculum design (Barrot, 2024; Ng et al., 2021; Tseng & Warschauer, 2023). The findings of these studies indicate that ChatGPT is best positioned as a tool for enhancing instructional delivery while simultaneously fostering learners' critical engagement with AI-generated content. Nevertheless, there remains an absence of research that integrates the use of ChatGPT, informed by an AI literacy framework, into genre-based instructional design. Such a framework can play a pivotal role in fostering the appropriate and ethical use of ChatGPT by equipping students with the skills to critically evaluate AI-generated content, mitigate risks of over-reliance, address issues of authorship and academic integrity, and minimise other potential negative impacts associated with its use.

To advance this line of inquiry, the present study seeks to address the identified gap by integrating ChatGPT, guided by an AI literacy framework, into the GBA for teaching argumentative writing, specifically discussion texts. This integration offers a complementary instructional design for teaching argumentative writing that remains underexplored in current scholarship. While GBA provides explicit scaffolding of genre knowledge, collaborative meaning-making, and iterative refinement, ChatGPT enhances these processes by providing rapid idea generation, context-sensitive feedback, and targeted linguistic support, thereby addressing persistent challenges such as limited instructional time (Storch, 2005; Su et al., 2021), insufficient feedback opportunities (Su et al., 2021), and disparities in language proficiency among learners (Abdel-Malek, 2020). Guided by AI literacy principles, its use is reframed from a potential threat to originality into a tool for critical engagement, ethical integration, and content development, ensuring that technology serves as a scaffold rather than a substitute for authentic authorship.

This synergy creates a pedagogically robust model that maximizes the strengths of both approaches while mitigating their respective limitations.

Distinct from previous research, such as Tai et al. (2025), this study adopts the AI literacy framework proposed by Tseng and Warschauer (2023), which extends beyond functional AI use to emphasize critical and ethical engagement. This framework fosters learners' capacity to reflect on, evaluate, and responsibly interact with AI-generated content, thereby cultivating critical digital agency. In doing so, the study promotes a more holistic understanding of AI's pedagogical role, moving beyond viewing it as a mere tool toward recognizing its implications for learner autonomy and academic integrity. Additionally, the study employs Systemic Functional Linguistics (SFL) to analyze students' written texts, offering nuanced insights into their development of ideational, interpersonal, and textual meanings. This integrated approach highlights the importance of embedding AI literacy explicitly and adopting linguistically grounded frameworks to fully realize the transformative potential of AI in writing instruction.

To date, limited research has examined the integration of ChatGPT within the Genre-Based Approach (GBA) in the context of Indonesian EFL learners at the tertiary level, particularly within the institutional setting in which the present study was situated. This gap is noteworthy given that students in this context continue to encounter persistent difficulties in constructing coherent and well-developed argumentative texts, as previously outlined. The significance of this issue is further underscored by the academic writing course, a core component of the curriculum, which explicitly requires students to demonstrate measurable improvement in writing proficiency upon its completion. Furthermore, personal communication with teaching staff and several students prior to the commencement of the study (20 May 2024) revealed that the use of ChatGPT was perceived as challenging, primarily due to the absence of clear institutional policies governing its application. Consequently, the present study not only addresses a broader pedagogical gap but also engages with emerging contextual challenges associated with the pedagogical and institutional integration of ChatGPT, particularly within the specific local setting of this research.

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1.2 Research Questions

To fill the research gap, the following questions will guide the present study:

1. How can incorporating an AI literacy framework-informed ChatGPT into Genre-based instructional design develop students' argumentative writing skills?
2. How do students perceive the implementation of the instructional design?

1.3 Objectives of the Study

The present study seeks to integrate ChatGPT, guided by an AI literacy framework, into the Genre-Based Approach (GBA) for the teaching of argumentative writing to EFL learners. Specifically, it investigates students' writing development following the implementation of explicit instruction through this combined approach and examines their responses to the instructional design. To ensure methodological rigor and uphold research ethics, the study was conducted in compliance with established ethical protocols, including approval from the Institutional Review Board (IRB), the acquisition of informed consent from all participants, and the anonymization of data to guarantee confidentiality and protect participant identities.

1.4 Scope of the Study

This case study examines the implementation of genre-based instruction, enhanced with ChatGPT integration, for teaching argumentative writing to a pre-service teacher at a private university in Jember, Indonesia. The instructional model is combined with an AI literacy framework to enhance students' writing skills. Rather than seeking to generalize the findings, this study prioritizes a comprehensive exploration of the students' writing development throughout and following the instructional intervention.

1.5 Significance of the Study

This study extends previous research by examining the affordances, pedagogical benefits, and limitations of integrating ChatGPT into English writing

instruction. It also explores specific elements of the Genre-based Approach, enhanced by the AI tool, that support students in improving their argumentative writing. Doing so contributes to the ongoing discourse on the use of generative AI in education. Ultimately, this research aims to deepen our understanding of AI-generated texts' role in the writing development of L2 learners.

1.6 Clarifications of the Key Terms

To establish a clear understanding of the study's scope prior to its commencement, it is essential to define the key terms in their specific contexts. These terms include:

1. ChatGPT, developed by OpenAI, is a large language model specifically designed for conversational applications (OpenAI, 2022). It is built on the GPT-3.5 architecture, representing the third iteration in the GPT series. Unlike the more advanced GPT-4 version, ChatGPT remains freely accessible.
2. The Genre-based Approach is a pedagogical method for teaching writing that focuses on equipping students to create texts that fulfill the specific communicative purposes of a given genre. This approach to writing instruction emphasizes the use of language as a means to construct discipline-specific knowledge, underscoring the interconnection between textual features and the social contexts in which they are produced (Gebhard & Harman, 2011).
3. An argumentative text is a genre of writing that presents arguments, facts, evidence, and explanations to support a particular stance, often substantiated with references. This study focuses on discussion texts, a specific type of argumentative writing that includes an issue, arguments for and against a particular position, and recommendations (Christie & Derewianka, 2008).

1.7 Organisation of the Dissertation

This dissertation consists of six chapters and is organized in the following manner.

Chapter 1 provides an overview of the study's background, addressing challenges related to L2 writing and examining the Genre-based Approach from a

research standpoint. It further explores the integration of AI technology, specifically ChatGPT, along with its effectiveness and criticisms within language education. The chapter then presents the research questions and objectives and discusses the study's scope, significance, and definitions of key terms.

Chapter 2 presents a literature review that outlines the fundamental principles of Genre-based Approach, implementation strategies, and challenges within the field of language education. It then examines AI technology as an educational tool for language teaching and learning, particularly in the context of argumentative writing, with a focus on discussion texts. The chapter concludes by identifying a gap in the literature and proposing the integration of ChatGPT into the Genre-based Approach for teaching discussion texts.

Chapter 3 outlines the research site, design, and methodology, including a detailed description of the participants, instruments, data collection procedures, and data analysis methods. The chapter concludes by discussing the ethical considerations relevant to the study.

Chapter 4 presents the findings derived from the implementation of the instructional design in the teaching program, which was organized into two instructional cycles. Teaching cycle one includes 4 stages and one additional stage: 1) Building knowledge of the field, 2) Modelling and deconstruction, 3) Joint construction, which includes planning, drafting, revising, and editing, 4) Independent construction, and the additional stage is Reflection. The teaching cycle 2 consists of only two stages: 1) Building knowledge of the field, and 2) Independent construction. In this chapter, the roles of the teacher and the students are also disclosed through every stage.

Chapter 5 outlines the study's findings, focusing on the progression of students' argumentative writing skills as examined through the lens of Systemic Functional Linguistics. Additionally, this chapter situates the results within the context of prior research discussed in the literature review and addresses the study's implementation.

Chapter 6 concludes by outlining the implications and limitations of the study. It also offers suggestions and recommendations for future research.