

**GENRE PEDAGOGY AND STUDENT EMPOWERMENT:
A CASE IN LEARNING TO WRITE A RESEARCH PROPOSAL**

A DISSERTATION

**Submitted in Partial Fulfillment of the Requirements for the Doctoral Degree in
English Education**



By

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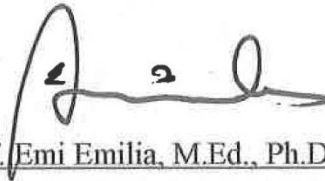
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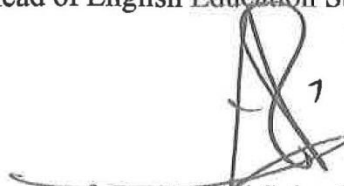
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DECLARATION FORM

Hereby, the writer certifies that dissertation, entitled “Genre Pedagogy and Student Empowerment: A Case in Learning to Write a Research Proposal” is an original work of the writer. Any ideas or statements from various sources in the dissertation are properly acknowledged.

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ABSTRACT

This study sought to examine how genre pedagogy cognitively and psychologically empowered students in learning to write a research proposal. This study involved fifteen students taking Research on ELT course in a university in Banten, Indonesia. This study used a case study design and the data were collected through observation, documentation, and questionnaires. The data were then analyzed, interpreted and discussed using the theories of academic writing (Swales & Feak, 2004; Emilia, 2008), empowerment (Stromquist, 2009), and Systemic Functional Linguistics (Halliday & Matthiessen, 2004). In general, the results reveal that genre pedagogy can empower the students cognitively and psychologically as viewed from learning process and products. In the learning process, data from observation reveal that genre pedagogy can cognitively empower the students in all stages of learning as they are able to fulfill all the tasks that they have to do, that is to complete a research proposal which is not easy. Furthermore, the students are cognitively empowered as they are able to respond to the teacher's questions, engage in discussions, do collaborative work, show critical analysis of the texts and create the texts. The data from observation show that the students are also empowered psychologically reflected in their active participation during the learning process and feeling of convenience during the process of writing the research proposal. The students' reflective journals also reveal their feeling of worthy of better condition and feeling of ability in writing a research proposal as the indicators of psychological empowerment. Meanwhile, the students' texts or research proposals as the learning products also reflect cognitive empowerment as they are written in an appropriate schematic structure and linguistic features. The students' proposal have all elements needed in the research proposal. In addition, the proposals are written using various types of processes to build strong arguments supported by relevant references and theme development patterns indicating the cohesion and coherence in the texts. The students' research proposals also reflect psychological empowerment through the use of linguistic resources, such as mental processes and verbal processes which shows the students' confidence. The study suggests that genre pedagogy empowers the students cognitively and psychologically and improves the quality of learning process and products. It is recommended that genre pedagogy be implemented in different contexts in Indonesia to empower the students to improve their literacy skills and accelerate the completion of their study.

Keywords: genre pedagogy, student empowerment, research proposal

ABSTRAK

Penelitian ini berupaya mengkaji bagaimana pengajaran berbasis teks secara kognitif dan psikologis memberdayakan siswa dalam pembelajaran menulis proposal penelitian. Penelitian ini melibatkan lima belas mahasiswa yang mengambil mata kuliah *Research on ELT* di sebuah perguruan tinggi di Banten, Indonesia. Penelitian ini menggunakan desain studi kasus dan data dikumpulkan melalui observasi, dokumentasi, dan angket. Data tersebut dianalisa, interpretasi dan didiskusikan dengan menggunakan teori penulisan akademik (Swales & Feak, 2004; Emilia, 2008), pemberdayaan (Stromquist, 2009), dan Linguistik Fungsional Sistemik (Halliday & Matthiessen, 2004). Secara umum, hasil peneliitan menunjukkan bahwa pengajaran berbasis teks dapat memberdayakan siswa baik secara kognitif maupun psikologis ditinjau dari proses dan hasil pembelajaran. Dalam proses pembelajaran, data dari obsevasi menunjukkan bahwa pengajaran berbasis teks dapat memberdayakan siswa dalam semua tahap pembelajaran karena siswa mampu menyelesaikan semua tugas yang harus mereka lakukan, yakni menyelesaikan penulisan proposal penelitian yang tidak mudah. Selain itu, siswa juga diberdayakan secara kognitif karena mereka mampu merespon pertanyaan guru, terlibat dalam diskusi, mengerjakan tugas kelompok, menunjukkan analisis kritis terhadap teks dan membuat teks. Secara psikologis, siswa juga diberdayakan dilihat dari keterlibatan aktif mereka selama proses pembelajaran dan perasaan nyaman selama proses menulis proposal penelitian. Jurnal reflektif yang ditulis siswa juga mengungkap bahwa mereka merasa lebih baik dan merasa mampu menulis proposal penelitian sebagai indikator pemberdayaan psikologis. Selain itu, teks atau proposal penelitian yang dihasilkan siswa sebagai produk juga merefleksikan pemberdayaan kognitif karena proposal penelitian ditulis dengan struktur skematik dan fitur kebahasaan yang tepat. Semua proposal memenuhi semua elemen proposal penelitian yang dibutuhkan. Proposal siswa juga ditulis menggunakan berbagai jenis proses untuk membangun argumen yang kuat yang didukung dengan penggunaan referensi yang relevan. Proposal tersebut juga merefleksikan pemberdayaan psikologis siswa melalui penggunaan sumber kebahasaan, seperti penggunaan proses mental dan verbal yang menunjukkan kepercayaan diri. Penelitian ini menunjukkan bahwa pengajaran berbasis teks memberdayakan siswa baik secara kognitif maupun psikologis dan meningkatkan kualitas proses dan hasil pembelajaran. Oleh karena itu, implementasi pengajaran berbasis teks direkomendasikan pada konteks yang berbeda di Indonesia untuk memberdayakan siswa dalam meningkatkan kemampuan literasi mereka dan membantu dalam mempercepat penyelesaian studi mereka. .

Kata kunci: pengajaran berbasis teks, pemberdayaan siswa, proposal penelitian

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