

CHAPTER 1 INTRODUCTION

This chapter presents the background of this present study, research questions, the aims of the study, the significance of the study, the clarification of key terms, and the organization of the paper.

1.1 Background of the Study

The Indonesian government has rolled out Merdeka curriculum, a new national curriculum, to be applied in Indonesian schools. In Merdeka curriculum, English teaching and learning aims to develop four aspects: students' English communicative skills in different text types, intercultural competence to understand and respect Indonesian and foreign cultures, students' self-confidence to express themselves as independent and responsible individuals, creative and critical thinking skills (Kemendikbudristek, 2022). In an attempt to achieve those goals, the government has stipulated that the center of English learning process is on enhancing six integrated English skills, including listening, speaking, reading, viewing, writing, and presenting in many text types, such as narratives, descriptives, expositions, procedures, argumentatives, discussions, short messages, advertisements, and authentic texts. To this point, it is clear that the text types are a key focus of the content in the English curriculum today.

Moreover, the approach used in general English learning as stipulated in Merdeka curriculum is a text-based approach or genre-based approach. The term genre-based approach is used interchangeably with genre-based pedagogy. In this study, the latter term is employed. Genre-based Pedagogy is drawn upon systemic functional linguistic theory, a theory of how language is used in social life, functioning differently depending on different social contexts of use (Rose & Martin, 2012; Derewianka & Jones, 2012). Regarding this, Halliday (2002) has stated that genre-based pedagogy elaborates three functions of language: to express their experiences of the world, to interact with other people, and to create coherent messages.

Besides that, genre-based pedagogy possesses some basic principles (Joyce & Feez, 2012; Derewianka & Jones, 2012; Rose & Martin, 2012). Some of them are: (1) focusing on text, meaning and language choices; (2) learning under the guidance of the teacher as the expert on language system and function; (3) explicit teaching. These basic principles are translated into purposeful teaching procedures known as teaching learning cycle (TLC). Among the models of genre-based pedagogy which have evolved, the one which is highly suggested by the Indonesian government since 2004 encompasses four stages as outlined in Emilia (2011a) and they are carried out in the lesson discussing the same topic. The first stage is building knowledge of the field, which focuses on building background knowledge of students on the topic they are going to write. Then, modelling of the text focuses on deconstructing models of texts in focus in terms of their social purpose, schematic structure, and linguistic features. The next stage is joint construction of the text, which involves collaboration between teacher and students to produce the target texts. The last stage is independent construction of the text, allowing students to produce texts independently without intensive guidance of the teacher.

Many relevant studies have reported their success of the implementation of genre-based pedagogy in Indonesian schools, particularly in helping students across educational levels improve their writing skills. In the tertiary level, Hamied and Emilia (2015) have reported that genre-based pedagogy has contributed to the students' improved writing ability as seen from several aspects, including the students' control of the schematic structure and linguistic features of the target texts, the students' growing capacity to organize their ideas more coherently and cohesively, and the students' improved grammar and capacity to make other's statements properly in their writing. Another research as undertaken by Nurlaelawati, Lengkanawati, and Gunawan (2020) has revealed that the implementation of genre-based pedagogy in teaching writing has proven to support seventh graders to be able to write the focus genre. On this topic, the students have emerging capacity to develop the target texts with their purpose, stages, and linguistic features. The success of implementing genre-based pedagogy to improve senior high school students' writing ability is confirmed by Lail (2022), although

the improvement is not seen from the analyses of schematic structure and linguistic features of the focus text.

However, the success as delineated above does not necessarily indicate that genre-based pedagogy is well-established in Indonesia. This has been justified by some important findings which demonstrate that there are two main shifts of teacher interpretations in the implementation of genre-based pedagogy (Kartika-Ningsih & Gunawan, 2019; Nurlaelawati et al., 2020; Rini, Gunawan, Emilia, & Kurniawan, 2021; Triastuti, Madya, & Chappell, 2022): (1) the traditional teaching of grammar in isolation from its text and context of use, which contradicts the principles of genre-based pedagogy; (2) the mismatch between learning activities assigned and the functions of each stage of TLC. In addition, two main problems are identified here. These problems are outlined below.

First, the prominent use of conventional grammar translation method which emphasizes the grammatical patterns and translation as indicated in learning activities, such as the drilling of sentence structure and word translation, has resulted from the influence of past methods that the teachers experienced (Kartika-Ningsih & Gunawan, 2019; Triastuti & Riazi, 2020; Triastuti et al., 2022). Next, it is the lack of teachers' pedagogical knowledge of genre-based pedagogy which leads to the neglect of the functions of each stage in teaching learning cycle (Nurlaelawati et al., 2020). It seems to coincide with the finding reported by Rini, Gunawan, Emilia, and Kurniawan (2021, p. 114), that teaching strategies suggested in genre-based pedagogy are difficult to follow. After highlighting the issues above, concern for the implementation of genre-based pedagogy to meet English learning outcomes as reflected in the Merdeka curriculum is growing. This concern, in addition, has motivated the conduct of this present study.

More specifically, the study aimed to investigate if the implementation of genre-based pedagogy can help students, especially senior high school students, improve their ability to write Exposition genre. It is significant to conduct because of several reasons. The first reason has something to do with the body of research on the implementation of genre-based pedagogy in senior high school context which seems under-explored in Indonesia. Many studies that applied genre-based

pedagogy were conducted in tertiary level of education (Hamied & Emilia, 2015; Aunurrahman, Hamied, & Emilia, 2017; Aunurrahman, Hamied, & Emilia, 2020), in junior high school setting (Kartika-Ningsih & Gunawan, 2019), and in the contexts of teacher education and teacher professional development program (Nurlaelawati & Novianti, 2017; Nurlaelawati et al., 2020; Rini et al., 2021). It is obvious from the studies mentioned above that little studies, once again, report how teachers implement genre-based pedagogy which involves senior high school students. Secondly, as the study focused on the teaching of writing under genre-based pedagogy, the results provided skill descriptors of English literacy that the students achieve after the teaching program. The last reason is that the study supports the findings on the recontextualization of genre-based pedagogy in Indonesian schools, as in the studies undertaken by Kartika-Ningsih and Gunawan (2019) and Nurlaelawati et al., (2020).

Apart from that, as the teaching program in this study was conducted online due to the COVID-19 pandemic, this research also employed some principles of online teaching, especially contact between students and teacher, active learning environment, immediate feedback, and feasible learning objectives (Anderson & McCormick, 2005; Dunwill, 2016, in Belawati, 2019). In addition, this study used Microsoft TEAMS as the learning management system (LMS), a tool which functions to deliver materials (presentation tool), as well as a system to create, set deadlines, submit, and grade the assignments. It also utilized Nearpod, an online learning platform to design learning activities and collect students' responses.

1.2 Research Question

This study raised one important question to do with teaching writing with technology under the genre-based pedagogy.

- **Can an online implementation of genre-based pedagogy improve EFL students' ability to write Exposition text?**

1.3 The Objective of the Study

The study sought to investigate if an online implementation of genre-based pedagogy can help the students improve their ability to write Exposition text.

1.4 Significances of the Study

This study was worth-conducting due to some considerations as delineated below:

- (1) to provide pedagogical models of genre-based pedagogy in helping students improve their ability to write Exposition text as one baseline for other researchers and practitioners working on an online implementation of genre-based pedagogy to teach writing in Indonesian context;
- (2) to equip Indonesian EFL teachers with guidelines on how teaching writing under genre-based pedagogy can be extended in online learning setting to support secondary high school students;
- (3) to investigate the possibilities and values of teaching writing online under genre-based pedagogy.

1.5 Clarification of Key Terms

- 1. Genre-based pedagogy** refers to a model of language learning underpinned by Systemic Functional Linguistics which elaborates the three functions of language: (1) to express the experience of the world; (2) to interact with other people; (3) to create coherent messages (Halliday, 2002). The approach embraces some basic principles (see Chapter 2 for a detailed explanation) which are then translated into purposeful teaching procedures known as teaching learning cycle (TLC). This study employed four stages as they are strongly suggested by the government indicated in the recent national curriculum for the teaching of English. They are: (1) building knowledge of the field (BKOF), which focuses on the topic building that students have to write; (2) modelling of the text (MOT), providing models of text in focus as references for the students; (3) joint construction of the text (JCOT), which provides opportunities to create the target text under the guidance of the teacher; (4) independent construction of the text (ICOT),

allowing the students to practice reflecting building knowledge of the field as they write the target text (Emilia, 2011a).

2. **Recontextualization of Genre-based Pedagogy** refers to an attempt to reconsider the implementation of genre-based pedagogy which fits in Indonesian EFL classrooms in which English is not spoken in a daily basis and specialized discourse, because the approach was originally developed in Australia as one of English speaking countries with its different socio-cultural and linguistic values (Kartika-Ningsih & Gunawan, 2019; Nurlaelawati et.al, 2020).
3. **Online learning** is defined as “learning experiences in synchronous or asynchronous environments using different devices” with internet access (Dhawan, 2020). In this study, the teaching of writing under genre-based pedagogy was conducted in a synchronous learning environment, in which students attended live learning which enabled them to communicate directly with the teacher. The learning provides unique features of a learning management system, enjoyable and more interactive activities that promotes students’ participation, motivation, and autonomy in an online learning environment (Wulanjani, Anggraeni, & Yuniarti, 2022).
4. **Exposition Text** is divided into two types: analytical and hortatory exposition. This study merely focused on analytical exposition in which it deals with persuading the reader to believe in what the writer says about a particular issue (Derewianka & Jones, 2016). The text includes a certain viewpoint of the writer on an issue and supporting arguments together with the evidence (Macken-Horarik, 2002, in Emilia, 2005a). Regarding this, it often presents more than one argument in favor of a writer’s stance (Schlepppegrell, 2004, p. 85), and those arguments and thesis may be summed up in the restatement of thesis (reiteration) as explained by Martin (1985, in Emilia, 2005).

1.6 Organization of the Thesis

This paper is presented in five chapters. The followings include the description of each chapter.

Chapter 1 is Introduction. This chapter consists of background of the study elucidating the frameworks of this study, research question, objective of the study, significances of the study, clarification of key terms, and organization of the paper.

Chapter 2 is Literature Review. This chapter explores relevant theoretical frameworks underlying the study, particularly to do with the notions of principles of online learning and genre-based pedagogy, systemic functional linguistics (SFL), and argumentative genres, especially Exposition text.

Chapter 3 is Research Methodology. This chapter presents the research design, site and participants of the study, data collection, and the data analyses.

Chapter 4 is Findings and Discussion. This chapter focuses entirely on important findings as demonstrated in the teaching program conducted in this study and student interview to confirm the data gained from classroom observation. Also, it provides a thorough explanation about the analyses of students' texts written both prior to- and after the teaching program.

Chapter 5 is Conclusion and Suggestions. This chapter offers the conclusion of the results of the study as drawn from discussions in Chapter 4, and several suggestions for further body of research on the implementation of genre-based pedagogy in Indonesian context.