

The Implementation of Genre-Based Pedagogy with Technology in EFL Classroom

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ABSTRACT

The implementation of genre-based pedagogy in the education context has been proven to improve student's literacy skills, especially writing skills. However, along with the development of technology, the EFL classrooms have integrated technology as a tool for teachers and students to achieve learning goals. This study attempts to investigate the re-contextualization of genre-based pedagogy in the technology-integrated classroom. This study follows a qualitative research design that focused on phenomenology research design in order to explore the teachers' experience in implementing the genre-based pedagogy with technology in teaching writing. This study involved two English teachers from Junior High School in Bandung, West Java. The data was obtained from the in-depth interviews and then analysed qualitatively by transcribing the data interview and drawing conclusions. The result of this study showed that teachers have conducted the stages of genre-based pedagogy properly with technology-assisted. The use of technology tools in teaching writing can make students develop their background knowledge about some texts in a particular genre and also constructed purposeful and creative writing. Therefore, the implementation of genre-based pedagogy with technology in teaching writing has an important role to increase students' literacy skills.

Keywords: *Genre-based pedagogy, teaching writing, technology.*

1. INTRODUCTION

In recent decades, the implementation of genre-based pedagogy has become popular in English teaching. It is supported by the applicable curriculum in the national education system, known as the 2013 curriculum, where students are expected to have a high interest in reading and writing to actively participate in the globalization era (Alwasilah, 2013). Therefore, the Indonesian education system integrated the principles of genre-based pedagogy in the 2013 curriculum to meet the students' needs in constructing texts in various contexts to improve students' literacy skills. It is in line with Knapp and Watkins (2005) stated that the development of genre-based pedagogy emphasizes teaching grammar and text to develop students' literacy skills. Then, with genre-based pedagogy students are assisted to be able to construct texts in various types of genres.

Genre-based pedagogy or genre-based approach refers to how to teach the language therefore the students can use the language patterns to produce purposeful pieces of writing (Hyland, 2003). In other words, in genre-based pedagogy students are required to be able to produce texts in various contexts appropriately.

Therefore, the implementation of genre-based pedagogy in teaching writing has an important role in improving students' writing skills which students can produce texts in various genres of the text properly. Several studies on genre-based pedagogy in teaching writing as Kartika-Ningsih and Gunawan (2019), Pujiyanto, Emilia, and Ihrom (2014), Rozimela (2013), Nurlaelawati and Novianti (2017) proved that genre-based pedagogy can improve students' writing skills which students can produce texts in various genres appropriately. Through these various text models, students will enrich their knowledge of a text and produce it according to the type of text that they want, especially at the modelling, joint construction, and independent construction stages (Pujiyanto, Emilia, & Ihrom, 2014).

Further, the implementation of genre-based pedagogy in the classroom can be carried out in various stages where Rothery (1994) proposed that there are three important stages in implementing genre-based pedagogy. First, the deconstruction stages include building knowledge of the field and modelling the text. In this stage, students are asked to explore the cultural and situational aspects included in the text therefore students

can be more familiar with the structure of the text. In addition, in the modelling stage, students are given various text models in particular genres. This stage emphasizes students' understanding of the linguistic features and structure of the model text. Secondly, joint-construction stages where in this stage students are divided into small groups or large groups to construct a text according to their initial understanding of text types under the guidance of the teacher. Lastly, independent construction, when students are ready to construct a text individually and independently by drafting, revising, and editing the texts (Gebhard & Harman, 2011). Thus, through the important stages of implementation genre-based pedagogy, students can construct a text according to a particular genre independently.

The practice of genre-based pedagogy in EFL learning has been carried out in various skills, especially in writing skills. Several studies on teaching writing by integrating the principles of a genre-based pedagogy approach showed that genre-based pedagogy has an important role in improving students' writing skills. The studies such as Kartika-Ningsih and Gunawan (2019), Pujianto, Emilia, and Ihrom (2014), Rozimela (2013), Nurlaelawati, and Novianti (2017) proved that the implementation of genre-based pedagogy can improve students' writing skills where students can produce texts in various genres appropriately. Therefore, the implementation of genre-based pedagogy in teaching writing has an important role to fulfil the students' needs in increasing literacy skills.

In addition, along with technological developments, some researchers have integrated computer-assisted principles in the implementation of genre-based pedagogy. The integration of computer-assisted principles in teaching writing makes it easier for students to carry out writing activities with technological features assistance (Widodo, 2006). Students can use the spelling and grammar checkers feature to check the spelling of the writing they have made and use the comment feature to give each other feedback and comments on the writing that has been constructed either in pairs or in groups (Pennington, 2004; Egbert, 2005). In addition, with several technology platforms, it can make the students easier to construct online writing, and teachers or students can provide feedback directly through these platforms. As, by using the Edmodo students can construct online writing and provide feedback to each other through the application (Duwila & Khusaini, 2019). Thus, integrating computer-assisted principles in the implementation of genre-based pedagogy can make students more creative in constructing a text.

However, the teachers' way of implementing genre-based pedagogy in the EFL classroom was not emphasized in previous studies whether it matches the stages of genre-based pedagogy as proposed by Rothery (1994). Therefore, this study attempts to re-contextualize

the implementation of genre-based pedagogy by using technology in teaching writing. This study emphasizes on how the teachers' experience in implementing genre-based pedagogy with technology in teaching writing following the stages of genre-based pedagogy proposed by Rothery (1994).

2. LITERATURE REVIEW

2.1. Genre-Based Pedagogy

Genre-based pedagogy is the teaching approach that teaches students how to use language patterns to produce coherent and purposeful writing (Hyland, 2003). The genre-based pedagogy comes from Michael Halliday's theoretical work known as Systemic Functional Linguistic (SFL) (Hyland, 2003). This approach describes the function of language as a choice system for communicating certain functions where people can define their experiences of the world, interact with others and create coherent messages (Hyland, 2004). It is because the approach realizes writing as a social and cultural practice. Thus, this approach looks at how people choose and use language patterns according to their function and following the prevailing social and cultural context.

Related to classroom practice, genre-based pedagogy focuses on realizing what students can do independently and what students can do with the teachers' assistance (Nurlaelawati & Novianti, 2017). As a result, the genre-based pedagogy encouraged students to be able to produce writing independently after carrying out the cycle learning process under the teachers' guidance.

2.2. The Cycles of Genre-Based Pedagogy

Rothery (1994) developed the learning cycle using genre-based pedagogy into three stages, namely deconstruction (preparation and modelling), joint construction, and independent construction.

2.2.1. Building Knowledge of Field

The learning process using genre-based pedagogy starts with the stage of building context. In this stage, students are allowed to experience and explore the cultural and situational aspects of the social context in the target text (Nurlaelawati & Novianti, 2017). Therefore, the students will be familiar with the topic of the genre, as well as vocabulary and grammar in the genre itself (Derewianka, 2003). Therefore, in this stage students already have initial knowledge of various genres in the text and know the function of genres in situational and cultural contexts.

2.2.2. Modelling of Text

In this stage, students are led to model text that covers one particular genre. It is to make students more able in understanding the structure and linguistic features of the genre in model text. Besides, students also learn about grammar in the model text (namely, present tense, personal pronoun, etc.) (Hyland, 2003). Therefore, the activity in this stage is usually carried out through reading and analysing the text beside the model text provided by the teacher.

2.2.3. Joint Construction of Text

In the joint construction stage, students are divided into groups, either class groups or small groups, and under the teachers' guidance, they begin to construct a text according to the genre that has been studied in the previous stage (Derewianka, 2003). This stage helps students to be able to build their texts independently in various genre targets. Thus, in the final stages of learning students feel ready to develop their text individually.

2.2.4. Independent Construction of Text

Finally, after students feel ready, they will create their texts independently and individually through the process of drafting, revising, and editing the texts (Gebhard & Harman, 2011). Besides, students also explore the relationship of what has been learned with other genres and contexts. Thus, students develop a text according to the genre and social function of the genre itself.

2.3. Genre-based pedagogy in Technology-Integrated Classroom

Recently, the implementation of genre-based pedagogy with technological assistance has been implemented in EFL classrooms. It is in line with the current technological developments where the EFL classroom has integrated technological assistance in the learning process, as well as teaching writing by using genre-based pedagogy. Some researchers, such as Widodo (2006) designed the teaching writing using genre-based pedagogy with technological assistance. Then, Widodo (2016), Hsu and Liu (2019), Duwila and Khusaini (2019), and Rohayati (2020) implemented genre-based pedagogy in writing by using digital storytelling, online writing, and Edmodo to help students construct writing along with a particular genre. In addition, Widodo (2016), Hsu and Liu (2019), and also Rohayati (2020) revealed that the implementation of genre-based pedagogy with digital storytelling in teaching writing could make the teaching writing is more interesting which students could construct their writing with interactive media and add some pictures as a visualization in the text. In the implementation of genre-based pedagogy stages, for instance, in building

knowledge and joint construction stages, the teacher showed videos that display stories from particular genres with the composition of visual images, music, personal voice, and written text (Lee, 2014 & Lee, 2015). Therefore, it can attract students' attention to exploring the genres in the text with video platform assistance. Further, students were asked to construct their writings in groups or individuals and then add some pictures as visual elements in the text. As a result, students' writing products developed more interest and could improve their writing skills. However, teaching writing with technological assistance remained intricate because students should educate about the use of the technology first, and then students could construct a piece of writing through the technological features.

In short, the implementation of genre-based pedagogy with technological assistance in teaching writing offers various advantages to both students and teachers in improving students' writing skills. With technological assistance, students can explore various genres in the texts easily through internet resources and construct their writing into coherent and purposeful writing. In addition, teachers can provide feedback on student writing not only in the classroom but also wherever they are through digital platforms. However, in practice, the implementation of genre-based pedagogy still has limitations both in the use of the technology and in choosing the right technology features to support the implementation of genre-based pedagogy in the classroom. Therefore, it is very important for teachers and academics to continue to explore in-depth information about the implementation of genre-based pedagogy in technology-integrated classrooms, then the implementation of the approach in line with the principles of genre-based pedagogy.

3. METHOD

This study used a qualitative design that focused on phenomenology research design. In this study, the researcher explored the teachers' experience in implementing genre-based pedagogy with technology in teaching writing. This study involved two English teachers at a junior high school in Bandung, West Java. The participants involved in this study are English teachers who have teaching experience of approximately 5-10 years and they have integrated the use of technology in the teaching and learning process, especially in writing skills. In addition, school facilities and infrastructure also support the teaching and learning process by implementing computer-assisted principles. It is in line with what Zhao and Frank (2003) who said in their study which to analyse the use of technology in the education system should consider the equality of four important ecosystems consisting of, schools as the largest ecosystem in education, the use of computers, teachers as a key species of education and the ecosystem as well as

supporting external education implementers. Therefore, the successful implementation of technology in the education system should be supported by all parties involved in the school ecosystem.

The data collection technique in this study was using in-detailed interviews. The researcher conducted an interview with the two English teachers to determine the teachers' experience in implementing genre-based pedagogy with technology in teaching writing following the stages of genre-based pedagogy proposed by Rothery (1994) and the principles of implementing technology instruction in the classroom proposed by King-Sears and Evmenova (2007). Then, the data interview that has been collected was analysed qualitatively by transcribing the interview data and make sub-themes of each topic from interview data, and then drawing conclusions to answer the research question of this study.

4. FINDINGS AND DISCUSSION

4.1. The Implementation of Technology in EFL Learning

The results of this study indicate that the teacher has integrated technology in EFL learning for about 4-5 years where the teacher uses several technological features to deliver the material in the classroom. To conduct the learning process during the pandemic Covid-19 situation, teachers use Google Meet. The use of Google Meet in the online teaching and learning process is considered to provide convenience to access it where the use of the application is directly linked to Gmail owned by the user therefore when accessing it, users can click directly on the shared link (Purwanto & Tannady, 2020). In addition, to deliver material in the online classroom, the teachers use a PowerPoint presentation because the use of a PowerPoint presentation makes teachers easier to outline the material and present it in the Google Meet classroom. It is supported by Widodo (2006) where the use of technology in teaching writing, students can use PowerPoint to make essay outlines and essay presentations that have been constructed by students. In addition, in delivering material the teacher also usually shows one video via YouTube. For instance, when teaching narrative text the teacher shows the example of narrative text through YouTube Video. The use of YouTube videos in introducing narrative text to students is to make students have a better understanding of a narrative text by seeing directly the events that occur in the story. Watching clips of the story directly and real as in real life can foster positive indicators of students' learning therefore it can provide students with good knowledge and understanding about the genre of the text (Maness, 2004). In addition, to facilitate the communication between teachers and students, several WhatsApp groups were formed to carry out various teaching and learning activities, for instance conducting

discussions, sending teaching materials in the form of video or audio, and sending images. The involvement of students in online learning through WhatsApp groups can improve students' writing skills through text messages in the WhatsApp room because students are actively involved in responding to questions given by the teacher in the chat room. It is in line with the study of Wahyuni and Febianti (2019) who found that the use of text messages in WhatsApp groups can make students more interested in writing the text. In addition, through discussions in the WhatsApp group, students can gain new knowledge, better grammar, and improved vocabulary. Therefore, students can learn more in the WhatsApp group.

Further, the use of technology in the classroom nowadays can make the students learn anything from social media. There is no limit to what students learn outside the classroom. The students can access the information from some resources on the internet, therefore, can make students easier to get information and also develop their knowledge (Mishra & Koehler, 2006). Therefore, when students can implement these technology tools properly, students will develop their knowledge and achieve the learning goals.

4.2. The Implementation of Genre-Based Pedagogy in EFL Learning

Then, the implementation of genre-based pedagogy in EFL learning, especially in teaching writing has been applied according to the stages of genre-based pedagogy proposed by Rothery (1994) which consists of building knowledge of the field, modelling of the text, joint construction, and independent construction. In building knowledge, students are asked to explore information about the text to be taught (e.g. narrative text and procedure text) with technical assistance.

The teacher said:

"I show some pictures of materials and tools needed in making something, through a PowerPoint Presentation, for example making apple pudding. Therefore, students are more familiar with the vocabulary about the objects and tools needed when making apple pudding."

Further, the other teacher said:

"I show some random pictures through a PowerPoint presentation about the events in a narrative text story entitled Shim Chung, a fairy tale from Korea. Then, students arrange the random pictures into a complete story as initial knowledge for students about the story."

Therefore, using PowerPoint presentations makes teachers easier to show some pictures as teaching materials and present the pictures in an online classroom. Then, in the modelling stage, teachers give some examples of procedure and narrative text through PowerPoint presentations and YouTube videos.

The teacher said:

"I show a procedure text to students with the topic How to make an apple pudding using a PowerPoint presentation. It makes me easier to share screen materials in the online classroom via Google Meet. In addition, through this PowerPoint presentation, students can identify the language features of the procedure text and the generic structure of the text."

The other teacher said:

"I show a video about narrative text entitled Shim Chung via YouTube video, therefore, students can see first-hand the events in the story. In addition, the video is also complemented with the text therefore students can see first-hand the linguistic elements used in the text."

In the modelling stage, students will identify the language features of the text and recognize the generic structures of the text. Therefore, students can be more familiar with the characteristics of a particular text. Then, in joint construction, students are divided into several groups to conduct a discussion and started to construct procedure text and narrative text. In the discussion session, students will be divided into several rooms in the online class through a breakout room of zoom meeting. Therefore, through this breakout room, students can collaborate and work together actively in a group to give each other ideas and information that will be written in a text (Li, Xu, He, He & Pribesh, 2021).

The teacher said:

"In this stage, I divide the students into several groups which each group consists of two or three students. After that, I ask them to discuss with other students on what topics will be constructed and what information will be described in the text."

In this stage, students write a narrative text with the topic of Malin Kundang. Thus, students explain how the process of events that occur in the Maling Kundang's story.

After the discussion and reconstruction of the text have been completed, the students return to the main room of the zoom meeting and they exchange ideas with the teacher and other groups regarding the text that has been constructed. The teacher provides feedback on the work of each group and provides instructions that students should do if there are some mistakes in the texts that have been constructed.

However, another teacher said:

"In the joint construction stage, my students and I constructed a procedure text with the topic of How to make Bakwan through Google Meet by writing the text using a PowerPoint presentation via share screen on the Google Meet classroom. We discuss the materials and tools needed to make Bakwan and the steps for making it. Some students seemed to be actively involved in expressing their opinion on the text to be constructed. In addition, the teacher also appointed several students to involve directly in constructing the text."

In this stage, teachers and students are actively involved in constructing a text. Therefore, the students feel better prepared when they are asked to construct a text individually with different topics. Then, when students have been ready, teachers ask students to construct narrative text and procedure text individually and independently by doing drafting, revising, and editing (Gebhard & Harman, 2011). Then, students collect their drafts through the class WhatsApp group.

The teacher said:

"From the results of the texts that were constructed by students in the independent construction stage, it shows that some students have been able to construct procedure texts independently according to the generic structure of the text. The language features used are also appropriate, for example, one student constructs a procedure text with the topic How to make a cup of tea therefore the vocabulary used is in accordance with the materials and tools needed to make a cup of tea. However, some students also still have difficulty constructing a procedure text where they have difficulty with the vocabulary to be used."

Then, the other teacher said:

"In independent construction, students construct several narrative texts, such as Tangkuban Perahu, Lutung Kasarung, and etc. Some students have constructed narrative texts well, both in terms of the suitability of the texts constructed with the generic structure and language features used. However, there are also some students who construct narrative texts using present tense which should use the past tense."

Therefore, even though students have seen several examples of texts from narrative and procedure texts, students also still make mistakes in using appropriate language features. It is important for teachers to keep developing students' understanding of particular genres repeatedly therefore students feel more prepared to construct texts independently. However, implementing the teaching writing by using technology can help students be more motivated to do writing activities because students can use several technological tools such as PowerPoint presentations to construct a narrative and procedure text. Thus, students can add some animated images that can make their text more interesting. Hence, the writing activities carried out become more creative with technological assistance.

5. CONCLUSION

The implementation of genre-based pedagogy with technology in teaching writing can make students more creative and motivated to write the text. Thus, the implementation of genre-based pedagogy in teaching writing has an important role to increase students' motivation in constructing a text in a particular genre. However, in practice, teachers still have several obstacles, as well as teachers, have limited time in implementing the stages of genre-based pedagogy therefore each stage can only be done in one or two

meetings. In addition, technical problems experienced by students also often occur then the teaching and learning process cannot run effectively. Then, some students also sometimes cannot submit assignments because of the limited internet connection available in the local area. Therefore, teachers need to control students who are in remote areas therefore the students can carry out writing activity including constructing the texts in a particular genre properly. Equally, some students who are still classified as low achievers can develop their writing skills creatively with technological assistance.

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