CRITICAL PEDAGOGY FOR DEVELOPING LEARNERS' SKILLS IN BUILDING ARGUMENTATIVE TEXTS: A PARTICIPATORY ACTION RESEARCH

A RESEARCH REPORT

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Argumentative writing, Critical pedagogy, Critical thinking, Critical literacy, Discussion genre, Exposition genre, Form Focus Instruction, Genre-based pedagogy, Indonesia, Participatory action research, Progress genre pedagogy, Systemic Functional linguistics, Teaching cycle,

Acknowledgement & Abstract

This empirical analysis presents critical pedagogy and teaching models to develop learners' skills in building argumentative texts. This document reported the practice of teaching argumentative discourse for low achievers in the context of English as a foreign language (EFL). It reviews literature that is related to critical pedagogy, communicative language teaching, systemic functional linguistic-based pedagogy, process-genre approach, and teaching how to write argumentative text, in Indonesia's education system.

The research method was participatory action research, in which the teacher worked as a researcher and collaborated other teachers and with her students to find a suitable practice for developing their writing skills. Participatory action research (PAR) is used to see how the concept of critical pedagogy can be introduced through language teaching, what teaching approaches can be used to implement the concept, and how the students viewed the teaching process.

There are two main findings reported from this study. First, this study found that GBP and critical pedagogy approaches can be concurrent in language classes. Teachers can use GBP to introduce critical pedagogy since GBP supports critical pedagogy principles. In this study, historicity is evident in the Context Building phase. Teachers began with students' experiences as citizens of the world by offering

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topics related to students' learning backgrounds. Then the principle of problem-posing was practiced in this study since the teacher embraced the real-world problems, in this case, the polluted river in their area. Then the principle of dialogic is also promoted in GBP. This principle and emancipatory are evident in teacher-student negotiation to invoke students' awareness of the text's function and purpose to compose texts voicing their arguments for solving society's problems. Second, it suggests that teachers working in EFL context need to focus on the text genre and grammar, teacher student-negotiation, and reading activities. Except for reading, the students reported positive responses to these activities. Regarding the use of process-genre approach, this study suggests that teachers need to add one more phase to the four phases. Hence, the process genre approach developed in the study consists of context-building, text modelling, joint construction, individual construction, and feedback and evaluation.

In this research, teacher (as researcher) highlights the share of power in the development knowledge and theory in this field. Hence, teachers in this study are given opportunity to contribute a new knowledge in the field of TESOL.

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List of Abbreviations and Terms

The table below is a list of key terms and abbreviations with their meanings related to the context of this study.

Terms	Meanings related to the context
CBC	Competency-based Curriculum
CLT	Communicative Language Teaching
CP	Critical pedagogy
EFL	English as a Foreign Language
EL	English Language
ELT	English Language Teaching
GBP	Genre-based Pedagogy
NES	Native English Speaker
NNES	Non-Native English Speaker
PAR	Participative Action Research
PGA	Process Genre Pedagogy
SFL	Systemic Functional Linguistics

Statement of Original Authorship

The work contained in this project has not been previously submitted to meet requirements for any award/grant. To the best of my knowledge and belief, the project contains no material previously published or written by another person except where due reference is made.

Signature: _____

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Chapter 1: **Research Rationale**

1.1   INTRODUCTION

The concept of critical pedagogy is not new. It is an idea that has been developed since the time of Plato and Socrates (Burbules and Berk, 1999). Then, critical pedagogy was repopularised by Freire who voiced education for liberation. Scholars in the field of education explains that critical pedagogy is one of the important foundations for education systems in countering neoliberalism—that standardizes education based on market without educating humans to become humans (see Giroux, 2016; Gil-Glazer, 2017). Rather than encouraging students to reach their potentials and empowering students to create their own future, educational system within neoliberal society has been considered depowering students since it promotes education for market demands.

The philosophical thinking of 'student empowerment' should be widely acknowledged because society's future competitive advantage relies on its younger generation. This study suggests that an effective approach for empowering the younger generation like critical pedagogy needs to be introduced (see Rahman, 2016; Qoyyimah. 2015; Pitsoe and Mahlangu, 2014; McLaren 2006). The concept of critical pedagogy is indispensable to combat students' indifference to the environment. This concept relates to attempts of developing critical thinking through critical literacy for enabling students distinguish between the absurd and the 'truth'. Critical pedagogy tends to use intersubjectivity or mutual agreement resulting from the dialogue process within oneself and with others, while critical thinking demands facts generated from empirical data. Critical literacy is one critical pedagogy's method to sharpen critical thinking.

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By using this concept of critical pedagogy, education must invoke students' awareness toward their environment, society's problems, and increase their consciousness regarding what values that are dominating society. "Reading the word" as well as "reading the world" are the jargon offered by Freire to explain critical pedagogy (Friere and Macedo, 1987 in Burbules and Berg, 1999, p. 53). In language learning activities, teaching materials (such as reading text and writing task) should reflect students' life and could not be separated from social reality.

The question of 'how to implement critical pedagogy in language classes?' is interesting to research because critical pedagogy is a big concept that need to be unpacked in the forms of teaching methods. This study, therefore, explores the ways teachers introduce critical pedagogy in language teaching. It identifies the models of critical pedagogy that can be implemented in classes.

1.2 RESEARCH QUESTIONS

The research problem of this study arose from the need for effective teaching in the EFL context in Indonesia, and the professional context in which SFL pedagogy to be implemented under the Indonesia's English language curriculum. The research questions of the study can be seen below:

What teaching models resemble Critical Pedagogy in argumentative writing classes?

This research question can be broken down and explored through the following sub-questions:

1) How can teachers use teaching models for introducing critical pedagogy?

2) What issues did appear in the teaching and learning process using these teaching models?

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3) How to solve the issues?

To answer these questions, the authors conducted qualitative study that employs participatory action research (PAR). In this regard, the first author will work with teacher participants and students when planning and implementing teaching models resembling critical pedagogy. The detail about the research design is presented in Chapter 3.

1.3   SIGNIFICANCE OF THE STUDY

This study is important for number of reasons. In practical terms, it contributes to identifying models or procedure for teachers to effective CP teaching in EFL classes. More particularly, this study presents alternatives for teachers regarding the procedures in EFL writing classes. Teachers can learn from this study the best model suit for their classes. Secondly, participative action research explored in this study inspire other teachers since it seeks to understand students' needs and characteristics. By using PAR, it foregrounds the voices and perspectives of students involved, who are the frontline beneficiaries of the teaching model.

This study also contributes to the development in theory related to critical pedagogy and genre pedagogy in language teaching. It might extend the existing methodology, such as genre-based pedagogy, for teaching English to learners with different learning experience and style. Such contribution is important due to the limited research questioning the way to introduce critical pedagogy while using genre pedagogy in non-English speaking contexts. The theories synthesized in this study include critical pedagogy, the use of GBP, and the SFL-teaching cycle of PGA for the EFL context. In addition, such research on the GBP cycle in the EFL context is indispensable given the fact that EFL learners recently outnumbered English-speaking learners

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Chapter 2: **Literature review**

2.1 CRITICAL PEDAGOGY, CRITICAL LITERACY, AND CRITICAL THINKING

As previously explained, critical pedagogy is teaching approach that train students to be sensitive to their environment and aware of the values that are dominating. It focuses on the assumption that education must free students from fear, and oppression (Chege, 2009; Burbules and Berk, 1999) while build students' awareness of their society' development and environment (Wallowitz, 2008). Critical pedagogy develops student awareness of their identity, who they are and what they want to achieve (Wallowitz, 2008). It was aimed at equipping students with capacities to counter the imbalance in power and justice, therefore, with this thinking teachers must empower students to fight for justice and equality. In language teaching, language should be considered not only a tool for communication but 'a practice that constructs and is constructed by the ways language learners understand themselves, their social surroundings, their histories, and their possibilities for the future' (Norton and Toohey, 2004, p.1).

After popularizing critical pedagogy, Freire developed the concept of critical literacy. According to him, the so-called illiterate person is not the one who cannot read and write a text but those who still do not know the meaning of the text they are reading and is unable to respond. The goal in teaching reading and writing for adult learners is to increase self-confidence and desire to change themselves and their environment (Burbules and Berg, 1999). Freire promotes critical literacy that encourage students to act as code breakers, meaning-makers, text users, and text critics, so that students not only understand texts, but also could criticize and compose their texts (Luke and Freebody, 1999). With critical literacy, teacher must

get students accustomed to reading the given 'text' critically to enable students see the purpose behind the text (Burbules and Berk, 2009) then respond the texts to voice their ideas (Morrel, 2015). With CL, students are equipped with analysis skills to read the texts as well as competencies to produce meaningful texts (Chege, 2009).

Critical pedagogy and its critical literacy demand students'critical thinking. In the education field, critical thinking is pivotal for developing learners' ability to think logically and rationally. This concept has been regarded as an essential competence to attain in the Western's schooling. In countries like Australia, the US and New-Zealand (Song & McCarty, 2018; Tapper, 2004), students' critical thinking has been deliberately endorsed and developed. Studies comparing the extent to which critical thinking sublimed in different countries made the point that the role of education differs in many societies (Coleman, 1996) and therefore leads to a different outcome (Lun, Fischer & Ward, 2010). The critical thinking skills of New-Zealand European students outperformed Asian students (Lun, Fischer, and Ward, 2010). Likewise, the Asian students pursuing higher education in the UK need substantial adaptation to this tradition (Durkin, 2008). These findings indicate that secondary schools in Asian countries did not accustom students to think critically.

Additionally, Critical thinking is regarded as sets of competencies to identify a problem and its assumptions, to make inferences, to use inductive and deductive logic, and to judge the validity and reliability of assumptions, sources of data or information (Ennis, 1993; Pithers & Soden, 2000; Baildon & Sim, 2009). It is a skill that can be taught through any subject, such as social science (Baildon, 2009), citizenship education (Sibbett, 2016), entrepreneurship (Kakouris, 2015) and language teaching (Kubota and Miller, 2017). Despite no correct methodology, the progressive scholars introduce the approaches to teach critical thinking such as

critical literacy and critical pedagogy (Luke and Freebody, 1999; Freire….). In other words, teaching critical thinking can be in the form of those two approaches especially when an educator connects socio-political, ideological, and linguistic systems in a text. Therefore, it is not surprising that critical literacy has been widely applied in language teaching classes in which students interact with unwritten and written texts intensively.

Another important layer of critical pedagogy is critical literacy. Critical literacy is a practical approach to empower students to become aware of and responsive to what happens in their society. With critical literacy, teachers support students to be the agent of change, not becoming "unwitting agents of the status quo with all of its faults and injustice" (White, 2009, p. 55). Critical literacy equips students to engage in dialogue with texts and society instead of passively consuming other people's ideas (Weng, 2021). With critical literacy, Morrel (2003) in *Writing the word and the World*, argues the importance of "change in focus from consumption to production" or Critical Textual Production (p.6). Drawing from the work of Freire (2001), Morrel (2003) proposes several core tenets of critical pedagogy: Historicity, Problem-posing, Dialogic, Emancipatory and Praxis (Manojan, 2019). With problem-posing and historicity principals, teachers must embrace real-world problems and begin with students' experiences as a member of the community as well as citizens of the world. Dialogic means that the approach must entail authentic humanizing interactions among the people (see Shih, 2018). Meanwhile, the principle of emancipatory focusses that critical composition pedagogy must confront social injustice and liberate students from oppressive realities. Lastly, praxis suggests critical pedagogy be about feasible action. In

addition to these principles, Giroux (2018) suggests critical pedagogy regards the value of democratic.

Despite Western-tradition, critical thinking currently has been adopted and regarded as an educational goal in many countries. Liem (2016) suggests that the outbreak of this concept in non-Western countries is as the result of the process of globalisation. Consequently, the idea that promotes learners to think logically and freely has been recontextualised differently by teachers, especially in the nation with strong state governance like Singapore (Liem, 2016). From this stand, critical pedagogy that embrace critical literacy and critical thinking is pivotal to introduce in Indonesia for number of reasons. The following section describe the thinking behind the reason why Indonesia needs to work on critical thinking in its schooling.

2.2 CRITICAL PEDAGOGY IN INDONESIA, THREADS ON IDENTITY, AND SOCIAL HARMONY

Critical pedagogy is important to introduce in Indonesia for building the more advanced and developed country. Education needs to empower its younger generation to gain the purpose. Creativity, freedom, and critical thinking through critical pedagogy need to be promoted in Indonesia for number of reasons. First, like other countries in Africa and Southeast Asia, Indonesia has a long history of oppression. Indonesia was occupied by the European colonials in the past. Then, the oppression has continued at a macro level in terms massive market of dominant countries i.e. neoliberalism that disadvantages their economy (Mambu,). In the field of education, neoliberalism adversely affects to younger generation as it focuses education on the market rather than educating pupils to become humans (Giroux, 2016; Gil-Glazer, 2017). While education in the era of neoliberalism tends to ignore empowering students, critical pedagogy emphasizes the importance of liberating of

students from ignorance, fear, and oppression. Therefore, the progressive scholars consider critical pedagogy as an approach for countering neoliberalism.

Second, cultural expansion of others has endangered Indonesian cultural identity. The process of globalisation become so intense recently that the cultural battle between Westernization and Arabisation in Indonesia is on the rise (Bruinessen, 2018). Since the fall of Military Regime in early 2000s, the increasing influence of religious interpretations and practices emanating from the Middle East, is considered leading to the "Arabisation" of Indonesian Muslim. The Arabisation has led to a major shift in everyday Muslim practices, and much of that shift can be interpreted as an adaptation to 'original' Arab Muslim practices. Intolerance to the 'unreal' Arab Muslim practice become more evident since the group of Muslims affiliated with Muslim Brotherhood and Wahhabi sect deliberately dedicate themselves to "correcting" Indonesian Muslim practices and beliefs (p.3) as well as fighting the threat of Christianisation. In this case, the group perceive that 'there existed a foreign master plan for weakening and destroying Islam in Indonesia and leaving the country dominated by (pro-Western) Christians' (Bruinessen. 2018, p.1). To counter the rise of such radical thinking, other groups lead by moderate Muslims introduce Islam Nusantara to find alternative in condemning the Arabisation. Through the concept of Islam Nusantara, these moderate groups re-appreciate the indigenous tradition of Muslim learning and embraces Indigenous culture, inter-religious tolerance and inter-ethnic harmony. Still, the Indonesian educational board need to introduce and develop critical approach to condemn intolerance. This is to prevent students from being easily dragged into radicalism and violent behaviour in the name of religion.

The third reason for the call of critical pedagogy is that at the micro level people in Indonesia are still oppressed by their fellow who are corrupt and dominant in using natural resources (Mambu, 2018). The imbalance in the distribution of resource remains exist from generation to generation. The oligarchy that strongly controls the ruling government has caused other social and environmental problems such as poverty, river pollution, deforestation, and litter/waste mismanagement.

Hence, this study argues that people need to be empowered to make their life better in the future. The first and the foremost, their awareness on inequity, injustice and intolerance should be invoked though schooling. Students need to be taught how to fight for justice, civilisation, and equality through critical literacy and critical pedagogy to build students' awareness of their environment (Wallowitz, 2008). By using this approach, teachers can provide texts/reading that expose real problem to students for them to analyse and to critically response (Brown, 1999). Besides, implementation of such approaches encourages students to think critically to identify the ideology that is dominating. If a student is accustomed to being taught to think critically about what is going on with his environment, students will not be easily trapped by a discourse that is indoctrinating them.

This current study aims to see the extent to which the concept of critical thinking, including critical pedagogy and critical literacy, has been introduced in Indonesia. It examines the document of the national curriculum and regulations, as well as explores teachers' experience in implementing it. Since curriculum language teaching in Indonesia focuses on communicative competence, the use of genre-based pedagogy is massive in this country. More particularly, the current study assumes that critical pedagogy can be introduced through the more 'fixed method' such as GBP.

The following sections describe the alignment of GBP with critical pedagogy then explains the use of GBP in Indonesia.

2.3 GENRE-BASED PEDAGOGY: GENRE AND GENERIC STRUCTURE OF THE TEXT

GBP has been widely used as an approach for teaching literacy in many different countries for more than three decades. It is the result of the combination of systemic functional linguistics (SFL) and communicative language teaching (CLT). SFL is a concept introduced by Halliday (1985) to explain language as text and system that function in a particular context. By functional he simply means language that "is doing some job in some context ... so any instance of living language that is playing some part in a context of situation' (1985, p.10). With 'Systematic' Halliday suggests that language as a text refers to a unit of discourse that has structure and purpose. Within the text, related meanings are woven for making a unified whole. Meanwhile, CLT is the approach of language teaching that emphasizes meaningful communication (Anderson, 2008; East, 2019).

The focal point of the intersection between SFL and CLT in GBP is that language to be taught for enabling learners to produce text that make sense for the recipients/readers, and to produce functional texts in accordance with the social context in which the texts are made. For example, text to be made for telling others a story (Narrative genre), for describing things/person (Descriptive genre), for explaining about a phenomenon (explanation genre), for advertising something and for convincing others (Argumentative genre). Therefore, each type of text has specific social function, generic structure, and language features. Hence, different functions of text leads to different genres of text.

As mentioned previously, the idea of GBP in teaching writing is initiated by Sydney scholars such as Halliday (1985), Christie, and Martin (2009) (see also Troyan, Harman & Zhang, 2020). These scholars worked with literacy teachers across Australia along decades by introducing teaching cycles for effective writing class. Following an increased interest of research in this topic, the term of 'genre pedagogy' varies such as SFL-based pedagogy, SFL-genre pedagogy, and text-based pedagogy (Feez, 1999), and genre-based pedagogy (GBP). Research in this topic has also garnered language educators' interest in EFL contexts, like Indonesia, China, and Japan (see Emilia, 2005; Huang & Zhang, 2016; Nagao, 2020). Until recently, there is growing number of research exploring how genre-based teaching approach to be suitable for EFL writing classes and examining its effectiveness.

Accordingly, the emergence of 'new variants' of genre pedagogy is unavoidable because the call for specific method is needed to meet students' characteristics in EFL contexts. In other words, despite rigorous studies in this field, research to find the most suitable method to teach writing in EFL contexts is still needed given the diverse characteristic of EFL writing classes. For example, one of the new variants of SFL pedagogy is Process-Genre Approach (PGA). PGA focuses on the process of writing by which teachers facilitate students to plan, draft and to revise prior to the text submission.

Previous studies regarding genre GBP for teaching argumentative genre have been conducted in EFL contexts (such as Emilia, 2015; Zhang & Huang, 2020). These empirical studies confirmed the effectiveness of genre pedagogy as it is quantitatively proven to increase EFL students' awareness of texts' generic structure, language features, and rhetorical structure. Unfortunately, previous studies (such as Yasuda 2015; Emilia, 2005; Pessoa, Mitchell, & Miller, 2018) worked mostly with

the students at high tiered university whose English is relatively good. Meanwhile, research on how this approach must be implemented in low tiered university is lacking. Different to the previous studies, this current research is qualitatively exploring how PGA can be implemented with EFL learners whose English performance is considerably low and figuring out which part of PGA plays the most critical role in improving students' quality writing.

Additionally, teachers of writing argumentative text are challenged with the requirement to not only foster students' knowledge of genre but also to equip students with knowledge regarding the topic to discuss/to argue and abilities in thinking critically. The multiple competences to develop in teaching argumentative text requires language teachers to tailor teaching methods in systematic manner (Avalos, Perez & Thorrington, 2020). As mentioned previously, the focal point of the study is to explore how the SFL pedagogy variant of PGA can be implemented to the students at a university in a rural area. In doing so, the literature review section of this study presents genre-based pedagogy, generic structure of the text, Exposition genre, and educational policy regarding genre-based pedagogy in Indonesia. Prior to this, the research questions and the significance of the study must first be articulated. The major principle of SFL is that language as a social semiotic system reveals the interconnection between text and context. This principle suggests that a text acquires meaning in the context in which it is created (Halliday & Hasan, 2006; Jones, Turney, Georgiou, & Nielsen, 2020), and text must be relevant to a real communicative purpose in a particular context. Likewise, context contributes to understanding the text and its social function (Hasan, 2002). The social function of text—whether to explain, describe, or convince—leads to the use of specific

components, such as generic structure and language features, to maximise text's effectiveness.

SFL-based pedagogy or GBP, therefore, is the teaching approach that emphasises students' awareness of the interconnection of text's components and its social function (Harman, 2013; Byrnes, 2009; Macken, Martin, Kress, Kalantzis, Rothery, and Cope, 1989; Cheng, 2011). Text's components of generic structure and register reflect the staging of text and the situational configuration of field, tenor, and mode (Bowcher, 2017; Martin, 1999; Halliday & Hasan, 1989, p.39). The three components of register that need to be highlighted in writing instruction: Field that correlates with ideational meaning; Tenor that is related to interpersonal meaning; and Mode that is oriented towards textual meaning (Halliday, 1985). From this stand, the text will be meaningful if it consists of interrelated three components of what the topic is about (Field), who the participants and how their relations (tenor), and how the text is organised (mode) (Halliday, 1985; Bowcher, 2017).

Regarding texts' generic structure, SFL-based pedagogy enables teachers to facilitate students to access different genre of academic texts such as narration, recount, explanation, Exposition, and discussion. Each text type is distinctive to another since each has a specific staging and language features. Since texts generally consist of three parts: opening/introduction, body, closing, different text type/genre has a different way to introduce the topic/position, elaborate the content, and conclude. For example, 'Description' is different from 'Exposition' because of their generic structure since they have a different social function. In a descriptive text, the introduction paragraph must be general information or identification of object(s) (thing/person/concept). Then, the following paragraph(s) describes the more specific features of the described object. Such pattern is not evident in the Exposition genre

because the social function of Exposition is to convince the readers, to argue, and, if possible, to influence one's ideology (Martin, 2009). The introductory paragraph of Exposition must include a thesis statement and outlined arguments. Then the body of Exposition comprises the elaborated paragraphs for supporting the thesis. Then, the conclusion of this genre consists of statement to confirm the thesis.

The following sub-section describes SFL-genre pedagogy in Indonesia. It presents how Indonesia's curriculum has promoted the use of this approach in language classes.

2.3.1 Genre teaching cycles: variants and its development

Literature in language teaching considers the SFL approach as an effective method for teaching writing. Despite Australian DSP, the genre-based teaching cycle has garnered interest in many contexts for supporting students to gain academic access (Harman, 2018). The use of the approach in Indonesia's curriculum is not inevitable but initially and deliberately disseminated by Indonesian functional linguists who graduated from the University of Sydney. Santosa (2001) introduced SFL, including systemic functional grammar based on semiotic analysis, to his university students in Indonesia since the 1990s. His work is significant to the application of SFL theory in teaching writing in this country. Then, another Indonesian educational linguist who graduated from the Sydney SFL school of thought is Emilia (2005), who researched the SFL-genre approach for classroom setting in Indonesia. Learning from their works, the disseminated models of the SFL genre approach in Indonesia are informed by the Disadvantaged School program or DSP's (1989) teaching cycle designed for Australian schools.

This DPS teaching cycle originally comprises three major phases: Modelling, Joint Negotiation of Text, and Independent Construction of Text. Then, since the

curriculum cycle was developed for wider application, researchers/scholars develop it into new variants. Scholars in this field developed the DSP's teaching cycle in some ways: to enable teachers to start from any phase; to focus on one phase that they think vital for their students; and to add other sub-phase. As a 'cycle', 'there are different points of entry for students according to their development in learning and literacy' (Feez, 2002, p.56). In this regard, writing teachers have more choice to start depending on students' language background and on what language competence to improve students' writing. Then since teachers focus on particular skill to develop, they might spend more activities in particular phase, therefore, teacher researchers need to add sub-phase in the cycle.

The emergences of teaching cycle variants are indispensable because 'there is no right way to sequence teaching-learning activities' (Macken-Horarik, 2002, p.26), and teachers cannot do one-size-fits-all. Accordingly, research to find what teacher think the most suitable method for their specific context is always evident and inevitable. Until recently, there are numerous variants of genre teaching cycle. SFL scholars such as Feez (1999), Macken-Horarik (2002), Rose & Martin (2013), and Huang & Zhang (2016) developed the variants of the SFL teaching cycle by adding one/two more activities to meet the characteristics of a specific research context. Feez (1999) and Nagao (2018) added *linking related text* activity in the cycle. In this *linking related text* phase, teachers introduce several activities for their studetns such as comparing and analyzing how the linguistic features of Exposition/Discussion text is different to those of other text types. With this additional phase, students are supposed to be able to make a judgement of what genre they are going to use. Then, in addition to four phases, Emilia (2005) suggests the need of more preliminary activities for Indonesia's context. In this additional activity, teachers need to inform

the students regarding genre knowledge. In my opinion, the additional activities initiated shows that the 'original' cycle is less 'fixed' so that teachers need to add other activities to address the students' need.

2.3.2 SFL approaches in EFL context like Indonesia

Genre-based pedagogy has been 'officially' implemented and intensively promoted in Indonesia's education through the change in national curricula: the 2006 and the 2013 national curriculum (Nurlaelawati & Novianti, 2017; Triastuti, 2011). The Indonesian Ministry of Education and Culture (MOEC) recently carried out systemic programs such as Trainer of Teacher (ToT) to develop teachers' competence in implementing the SFL genre pedagogy in language classes. Interestingly, SFL genre pedagogy is not only used in teaching English but also in teaching Bahasa Indonesia, the national language (see Setiawan, 2021; MOEC, 2016).

As described previously, Emilia (2010) developed a cycle based on DSP's teaching cycle. The cycle includes 1) Building knowledge of the field, 2) Modelling, 3) Joint construction, and 4) Independent construction. Building Knowledge of the field allows learners to learn about the topic they discuss and develop learners' critical thinking skills and critical literacy. To do so, teachers need to present the exposure of authentic EL teaching materials such as magazine articles or audio/video resources for making their students familiar with to the topic being discussed. In the second phase, Modelling, teachers give students example of text(s) written in the target genre (e.g. discussion, narration, or exposition) to deconstruct. In this phase, teachers let their students explore how its linguistic aspects contribute to build the text's meanings. Then Joint Construction enable students to work with teachers and

their peers to familiarise the task. The last, students work individually to compose a text.

This GBP teaching cycle has been implemented in Indonesia, and its effectiveness has also been researched (see Haerazi, 2017; Mauludin, 2020). Haerazi (2017) conducted an experimental study to examine the effectiveness of this writing cycle by comparing it with another method namely 'process-based instruction'. While the study explained in detail the steps of the GBP teaching cycle that they used for the experimental group, unfortunately, he did not clearly explain the cycles applied for the control group. In this case, readers were not informed about what he meant by 'process-based instruction' and how it differs from the GBP. Henceforth, its contribution to the development of knowledge regarding the GBP in Indonesia is less articulated since the authors seemed only to present the expected finding, that is, the GBP writing cycle is more effective than the 'process-based instruction'.

Despite the glorification, some scholars identified the drawback of this genre-based pedagogy. Huang & Zhang (2019) argued that the shift to the genre-based pedagogy has caused to the neglect of students' cognitive process and mental strategies emphasized in the process-based instruction. Additionally, Hyland (2014) found GBP, to certain degree, has stifled students' self-expression and creativity because they are trained to be strict with the generic structure of text. Additionally, teaching EFL students need to focus on the process by which student can draft, write, and revise, instead of merely implement a result-based strategy (Pujianto, Emilia & Sudharsono, 2014). In other words, the activities reflecting the process-based instruction are still needed in EFL contexts.

Therefore, rather than using either GBP or Process-based instruction, researchers see the two as complimentary (Huang & Zhang, 2019; Badger & White,

2000; Deng, Cheng & Zhang, 2014; Pujianto, Emilia & Sudarsono, 2014). The hybrid approach leads to a new variant of GBP which accommodates students' cognitive process and mental strategies, namely the ***process-genre approach*** (PGA). PGA is developed (such as by Huang and Zhang, 2019; Deng et al., 2014; Badger and White, 2000) to encourage an explicit writing process demonstration during the Joint Construction stage. PGA allows rooms for students in Joint Construction phase to 'undergo the recursive process of prewriting, drafting, revision, editing, and publishing' and 'identify the relationship between communicative purposes and language forms of a particular genre' (2019, p. 340). So that, students have more confidence during Independent Construction.

In terms of cognitive development, PGA is slightly different to regular GBPs. PGA embraces two levels of learning: the genre learning level and the process level (Huang and Zhang, 2019). Compared to the GBP model that begins mostly with building knowledge of the field, PGA model starts with the more explicit and conscious teaching genre and linguistics knowledge. After learners are given awareness of the text and its social function, they are given opportunities to develop their ideas in responding to the specific field. The acquisition of content or the knowledge of the field is conducted in the process of joint construction.

Indonesian researchers, Pujianto, Emilia, and Sudarsono (2014), studied about the use of PGA for teaching students how to write a descriptive text in a secondary school. The case study shows the readers on how to operate PGA model with students in big classes with mixed abilities. Each phase is described in detail including the students' responses toward teacher's instruction, activities, and text modelling. Despite its ineffectiveness for improving low achievers' writing ability (p. 109), PGA was proven to facilitate students to gain other language skills. This

finding encourages this current study to identify the common problems of using PGA and to find creative ways to solve the problems.

Additionally, Huang and Zhang (2019) examined if PGA improves students' argumentative text by using quantitative research of t-tests. They found PGA could affect students writing and help the learners to move from their current level toward the potential level of performance (p. 341). PGA is proven to improve content, ..., ... and ..... Despite its contribution to the development of the teaching cycle, the paper seems like result-based research. This is because, readers are not told about the detailed class activities that include teachers' interaction with students, teachers' reflective action, and professional judgment. This current study, therefore, will fill this gap.

This current research is aimed at extending literature regarding the use of PGA. It gives a more detailed explanation how PGA is operated in a specific context. While Huang and Zhang's research examines whether the PGA cycle is more effective for EFL context than the conventional process-based instruction, this current study explores how PGA is implemented in classes including how teacher-student interact to each other, hindrance faced by students, students' writing progress, and the teaching-learning process using PGA. Different to the work of Pujianto et al., this current study will be conducted with university students in Essay Writing course.

This study employs PGA and figure out how the participant students respond to the phase in PGA. It is intended to see how PGA is recontextualised in EFL classes, what issues that arise, and how to solve these issues. The participant students will be treated as subjects rather than object. Involving EFL students with different

learning experience, it counts their voice to reflect teaching and learning practice using PGA. The following section describes PGA cycle.

2.3.3 Process Genre Approach (PGA)

As described previously, this study explores the implementation process-genre approach or PGA. PGA is another variant of the SFL approach that is developed from the GBP cycle. In other words, PGA is GBP that is adapted for a particular context, by which students are given more room to drafting, correction, revision prior to submission. In short, PGA has principle, that is, *process* is as important as the end-product (Huang and Zhang, 2019; Pujianto, Emilia, and Sudarsono, 2014). While Huang and Zhang (2014) examined the effectiveness quantitatively, Pujianto et al. (2014) conducted a qualitative study exploring whether the PGA could develop students writing skills. More importantly, these research suggest additional activities in the Joint Construction phase. Pujiono et al. describe activities in this phase, such as planning, writing exchange, and consider teacher feedback important.

Huang and Zhang's (2019) gives more detailed activities in the Joint Construction phase. In this case, they added sub-cycle in Joint Construction phase. Unlike the general GBP cycle that enables teachers to start from any point of learning phases (Feez, 1999), Huang and Zhang's (2019) PGA offered a more fixed formula regarding its entry point since they numbered the phases.

PGA begins with developing the context by which the teachers elicit students' knowledge of the target genre. For this purpose, teachers must familiarise students with the topic being discussed. The second phase is modelling and deconstruction to let students know about the characteristics of the target genre. in this phase, the teacher introduces the metalanguage of the model texts, including the language of the specific genre (thesis statement, refutations, and claims), highlights the language

features, and identifies the genre's generic structure and rhetorical conventions. Rather than an explicit explanation of the target genre, the teachers suggested leading the deconstruction process by asking students to analyse the text model. Teachers in this phase invoke students' critical thinking by asking students questions to address, such as:

1. 'Does the introduction of the essay appeal to you?'
2. 'Does the author provide his/her thesis statement?'
3. 'How many claims does the author make to support his/her overarching thesis statement?'
4. 'Does he/she provide any explanation and evidence?'
5. 'What types of evidence does the author provide?'
6. 'Does the author consider the opposing opinion?'
7. 'Why does the author discuss the opposite opinion?'
8. 'Did the author restate his/her thesis statement and claims?'
9. 'What vocabularies in the essay helps the writer to make his/her argument more convincing?'
10. 'What do you think of the language use of the model essay?'
11. 'What is the purpose of varied sentence types and length?'
12. 'What tense is used in the model essay? Why? What kind of sentences make the elaboration more objective? Why?'
(Zhang & Huang, 2020, p.362)

Then, the third phase is joint construction that is aimed at presenting teacher-students and student-student collaboration. In this phase, there is a move from the instruction of genre to the process level in which teachers guides students through the writing process, assist learners to develop writing strategies of 'how to set writing goals, generate ideas, and organize ideas in the form of notes, mind maps, and spidergrams' (Huang and Zhang, 2019, p. 343). In its joint construction phase, the PGA model incorporates the process of planning, drafting, revising, and editing. Finally, students are expected to construct the text in the phase of 'Individual construction'

PGA writing instruction takes an eclectic mode that incorporates the strengths of both the genre-oriented and process-oriented approaches. In the first two phases, teachers could develop students' knowledge about the topic to argue and target genre. Then in the process-oriented phase, learners are deliberately encouraged to

develop the ideas within the frame of the target genre, and teachers assist and allow more room for learners to plan the draft, search input on linguistic resource and rhetorical structure, revise and edit the draft. This process is considered benefitting EFL learners as they are given more opportunity to design their writing while learning how to use new related vocabularies in text, compose and revise sentence and rhetoric, and develop paragraphs that are more suitable with the genre of the text.

In this study, I applied this PGA for two cycles. Despite the similar phases between the first cycle and the second cycle, the time allocation for each phase is different. In the first cycle, the instruction of the target genre takes more time than that in the second cycle. The following sections present the argumentative genre, the target genre in this study, that comprises Exposition and Discussion texts.

2.4 TEXTS, IDEOLOGY, AND INDONESIA CONTEXT

Text is never ideologically free (Halliday & Martin. 2003) since text is composed by an individual as a social entity. Every individual is seen as a society's member who owns an ideological position when perceiving things. For example, one will have her/his point of view toward a social issue, whether pro or contra. His/her position toward a particular issue should determine her/his decision regarding the medium they will use to exert their ideology. This includes the type of text, its generic structure, register, and language features. In SFL, the types of text that enable persons to exert their ideological viewpoint are Discussion and Exposition texts. Compared to Narration and Description, these genres have specific register and language features because the social function of Exposition and Discussion is to persuade and convince the readers to do/to believe about something. Both Exposition and Discussion are identified as argumentative genres that "focus on social issue and impact" (Coffin, 1997, p. 175). The two genres are distinctives in the degree of

persistence to support or refute an idea. While Discussion allows the authors to present two different positions of pro and contra, Exposition allows students to voice one side of the argument persistently. In short, Discussion is more applicable for those who are 'sitting in the middle' or moderate, while Exposition highlights one position for campaigning one's ideology and convince others.

Researching how argumentative texts are taught is relevant to Indonesia's context because its national curricula require ELT to develop students' language competence and critical thinking (MOEC, 2016; Alwasilah, 1998). As outlined in the language curriculum (MOEC, 2016), Exposition genre has been introduced to Indonesian students since senior high schools (see also Zebua & Rozimela, 2020). Secondary school students should be familiar with argumentative writing, given that they are required to deal with argumentative academic assignments in university (Christie & Derewianka, 2010; Pessoa, Mitchell & Miller 2017). Besides, the introduction of argumentative texts in secondary school is necessary for students' success beyond schooling (Emilia, 2005; Cristie, 2002) and beneficial for establishing a democratic society (Vue, 2021). This is mainly because teaching how to write Exposition and Discussion relates to teaching critical pedagogy that invokes students' critical insight into social issues (Nagarajan, 2002). For example, since the Exposition genre allows text producers to express their perspective towards a particular issue in society (Coffins, 1997), students are encouraged to present strong arguments to make their expression text convincing and influential.

Therefore, teaching students to write argumentative genre requires enormous efforts since it is considered a more advanced genre (Christie, 2002). Writing argumentative texts such as the Exposition and Discussion genre is proven challenging for students of non-native English speaking (NNES) and native English

speaking (NES) students. Beck, Llosa, and Fredrick (2013) found that both NES and NNES students experienced similar challenges with knowing what to write, especially when they did not have enough background knowledge regarding the field. Additionally, while NNES students reported difficulties finding words, the NES students were concerned with finding alternative words to express their message precisely. Despite the difficulties, research on teachers' experience in teaching Exposition is lacking. Most studies focused on examining the effectiveness of the genre rather than reporting detailed teachers' action and interaction in classes. This research, therefore, presents the process of teaching argumentative genre by using PGA.

Since writing argumentative is considered challenging, literature has outlined that an EL teacher needs to incorporate students' socio-political context. Teachers must introduce the topic that students are familiar with whenever they craft the curriculum (see Harman thesis). Alternatively, the teacher makes students familiar with the given topic before constructing a text. Drawing from Halliday and Mathiessen's (1994) different orientation of language and Brunner's (1984) spiral of language, Macken-Horarik (2004) argues that teachers need to prepare language curriculum by which they regard tacit understandings derived from learners' daily life. In other words, it is necessary for a teacher to let students create the text that is meaningful for them. That is, the one started from students' own experience, regardless of their political and language background.

The following section reviews the teaching cycles developed in literature and examines the one that is more suitable with the EFL context like Indonesia. In the following sub-section, the author presents the Exposition genre then describes the teaching cycle developed in the literature for teaching writing of this genre.

2.5 TEACHING ARGUMENTATIVE WRITING IN EFL CONTEXT

Literature in TESOL identified that writing is considered the most difficult skill to achieve (see Ellis, 2015, Oxford, 2017). Likewise, teaching argumentative writing in an EFL context is more challenging. Writing is a productive skill that requires receptive skills like reading and listening in advance. One could not produce a quality text if she/he did not accustom to read other texts and did not know how other people have written about related topic.

In teaching students how to write argumentative text, teachers need to be aware of several pieces of knowledge to develop:

- Teachers need to equip students with the knowledge of the grammatical structure of the target language. This knowledge is considered important as it helps students to write understandable texts.

- Teachers need to develop students' knowledge about the choice of English vocabularies to express ideas.

- Teachers should familiarise students with the topic they are going to write and to argue.

- Writing argumentative text inevitably requires teachers to sharpen students' critical thinking skills and creativity.

In this regard, a teacher of argumentative writing in the EFL context could not apply 'product-oriented' approach by which she/he merely expects students to complete the writing task without providing deliberate attempts to help students developing the pieces of knowledge. More efforts need to be undertaken by EFL teachers to teach students the way the target language works, content knowledge, and how to minimise the influence of students' first language on the target text. For example, teachers must show students particular expressions commonly used in the

target culture and provide relevant resources. In teaching writing, the process is considered more important than the end-product in the EFL context.

While the grammar-translation method is not recommended in CLT, teachers' advice to build students' competence and awareness of the metalanguage is still needed. Teaching grammar within the teaching writing process in some ways is unavoidable. This is mainly because students' understanding of the metalanguage or how language works has become one of the goals of EFL writing. This argument can be supported by the fact that the most effective way to examine whether the objective of teaching writing is achieved is by using the writing criteria such as the Writing Assessment Measure or WAM (see Appendix 1). The criteria commonly involve assessing students' awareness of the generic structure of the text and spelling, punctuation, sentence structure and grammar, and ideas. For example, in the spelling rubric, students' writing is assessed if there is evidence of students using complex words containing prefixes or suffixes or irregular words. Then, in the sentence structure and grammar rubric, students' writing is assessed if it contains complex sentences: The more complex sentences the student presents in their writing, the higher their score. The use of complex sentences indicates that students understood how to manipulate clauses for effect in argumentative text.

The finally is assessing 'ideas'. Since teacher require students to write argumentative text that is mainly identified with author's reasoning, students' capacity to think critically is important to assess. Different to descriptive text that is dominated by 'describing and showing', argumentative text demands students' ability to argue their thesis logically and critically. Logically means the sentences written in the text must be sequenced in such a way that the readers could discern the content well. Drawing from Freire (1970), Mambu suggests 'Critically' means that

the author has a balanced critical view on central theme. The author could see any central issue from many different views and perspectives. Therefore, the assessment criteria can be seen in the Table below adopted from Mambu.

TABLE 1: A rubric for assessing criticality on student's argumentative text

	0	1	2
A	The description (of topics) is not detailed	The explanation is not thought-provoking; The reasoning is weak or not well-supported by evidence	One or more social issues is/are superficially addressed but social critiques in terms of injustice or marginalization are not explained.
B	The description is a bit more detail	Despite being relatively thought-provoking, the explanation may still be partial or trapped in logical fallacies; there is very limited evidence of application, analysis, synthesis, and evaluation	Social critiques in terms of injustice or marginalization are slightly addressed
C	The description is elaborate	The explanation is more logical, thorough, and thought-provoking; there is some evidence of application, analysis, synthesis, and evaluation	Social critiques in terms of injustice or marginalization are obvious and well-explained

The Table consists of criteria of students' writing for assessing their breadth of criticality in their thinking. The more complex the students thinking, the higher the score they will get. Complex means that the student can exert, question, and relate their knowledge to the real problem. On the contrary, when students limited their knowledge regarding the given topic without supporting it with the arguments and relating it to the social problem, their score will be low.

All in all, teaching writing in an EFL context means teaching almost all language aspects and other competencies (Dunsmuir, et.al., 2015). It means, there are

many things to developed, therefore, teacher must assess the development of those aspects and competencies. Teachers' feedback, advice, correction, and assistance to build students' text are invaluable and helpful for developing the competencies. From the teachers' advice and correction, students can learn from their mistake when composing their task. That is why most cycles of teaching writing proposed by SFL educators (Feez, 2002, p. 56) provide a phase of Joint Construction by which teacher might help students build the task before submission. In this phase, there is a room for teacher to assess their progress.

As the objective of teaching writing is reflected in WAM, there is a concern regarding what should and should not do in teaching writing in the EFL context. There are a lot of language competences developed in language teaching such as, vocabulary, language structure, spelling, paragraph development and composition. Hence, teacher's correction of any mistake made by students and teacher's advice are inevitable and unavoidable. In other word, such teacher's correction and advice must take place in the learning process. Students can learn from their mistake if the teacher gives constructive feedback and correction. The problem is how if the students use translation machine while they do not know how to write the target language's basic sentence structure?

The use of translation machine in teaching writing is still debatable. Literature in foreign language learning (such as Lee, 2020; Clifford, Merschel & Munne, 2013; Garcia & Pena, 2011) has identified the benefit of translation machine in foreign language learning, especially in translation-related courses. The use of translation machine useful in the translation process (Starkmann, 2019) since it help translators to enhance their productivity. This machine, therefore, needs to be introduced to student-translators and linguists. Briggs' (2018) study recommend the use of

translation machine like Google Translate in language learning. It said that Web-based translation tools 'can enable struggling students to quickly transfer their focus to oral production, providing them with a beginning "script" which can afford them the opportunity to participate ... when they interfere with communication' (p. 17). Therefore, disengaging students from the tools is not effective as it ignores the presence of the more advance technology in writing and translating the source language to the target language.

Meanwhile, some others argue that using a translation machine is not recommended for students when completing a graded writing task (see also Clifford, Merschel & Munne, 2013, Kaye, 2009). Improving students' writing skill must be firstly focused on developing students understanding of target language structure because accurate written production should be the focus of the course. Teachers found the use of translation machine in writing class leads to "the potential pitfalls, such as being exposed to inaccurate language models, cheating, or becoming overdependent on MT" (Lee, 2020, p. 171). Additionally, Tsai (2019) indicates that different attitudes toward translation machines are evident between students and teachers. Students with lower language proficiency reported better attitude toward Google translate, while the higher proficient students prefer their self-writing than the machine. Regarding teacher-students, the students with low language proficiency reported that the machine help them decrease lexico-grammatical errors and develop authentic expressions in their writing, while teachers expressed negative attitudes toward using translation machine (Lee, 2020). Teachers (in Lee. 2020) feel that translation machine made students effortless and lazy.

My position in this debate of "whether or not students are allowed to use translation machine in writing class" will be relative. Firstly, using a translation

machine is more compatible with teaching translation than in teaching writing the target language (Nino, 2008; Garcia & Pena, 2011). In writing classes, it would be permissible for students to use translation machines for individual words and phrases. Because, if lower proficient students use the translation machine for writing longer stretches of text, they become more dependent on that machine and ignorant. Secondly, foreign language practitioners need to cope with the advanced technology in translation. Teaching writing in EFL classes is identical with teaching translation of the source language to the target language since students think and express their ideas in their native language. The use of a translation machine is advantageous as it helps learners to communicate ideas in the target language. Advanced level students can find potential pitfalls of a translation machine and learn from them (Garcia & Pena, 2011; Clifford et al., 2013;), therefore writing instructor can attempt a variety of post-editing and pre-editing translation machine activities. Thirdly, the translation machine, however, is risky for lower-level learners (Kaye, 2009; Garcia & Pena, 2011). Students with lower achiever will tend to rely on the machine to catch up the assessment criteria, such as WAM. Garcia and Pena (2011) also identified that the translation machine might "help beginner students to communicate better or with less effort" but there is also the risk of "making them lazy" (p.486). More importantly, when students are reluctant to explore how the target language works, they will take the machine uncritically.

Hence, 'using the machine critically' seemed to be the answer for the polemic on whether the translation machine must be or must not be apply in writing classes. Using it critically means language learners do not rely on the machine as they believe that the integration of machine translation into the human translation process— wherein they can edit, modify, and correct pre and post-translated text—is pivotal

(Huang & Wang, 2021; Briggs, 2018). Such belief has pre-condition, that is, students will not be able to use the machine critically if they have less knowledge about the target language. In other words, to make them use the machine critically, teachers should equip students with the knowledge of how the target language works in advance, so that, they can make judgement regarding what grammatical sentences and sensible expressions.

Despite the criticality when using translation in writing classes, no research to date suggesting how and what the most effective approach for teaching such criticality. This study offers this research gap by presenting classroom-based research that involves teacher's activity in handling the use of this machine in writing classes. Such research is important to conduct given the assessment of writing output is based on WAM that assess students sentence structure, spelling, and vocabulary. When students use the machine and claim the TM translated text as their work, the accuracy of assessment is not evident. This study contributes to address problem regarding the intersection of assessment output in writing and the use of translation machine in EFL writing classes.

| Chapter 3: | **Research Design** |

This study is designed as exploratory qualitative research that aim at finding the variety of teaching models of critical pedagogy suitable for Indonesia's schools. Researchers using exploratory research can use different ways to data collection for achieving the research goals. The data of this study is collected through action research, forum group discussion, and document analysis. The group of researchers in this study accordingly have specific division of labour for data collection activities. The data is in the form of classroom-based report, fieldnotes taken from class in which a teacher take the action research, and the interview scripts reported by teachers and students in specific forum group discussion. This chapter, therefore, consists of sections that explain about the participative action research, how the researchers planned and assessed the class, and how the researchers took the field notes and interview data.

3.1 PARTICIPATIVE ACTION RESEARCH

Most of the research findings in TESOL are often followed up by the publishment of numerous teaching coursebooks. Undoubtedly, the published coursebooks have benefitted teachers as teaching practitioners since the more coursebooks the teachers consume, the more enriched and eclectic the teachers will be. When teachers could learn from the resources written by others, their knowledge regarding teaching methods is broadened, and they will be more creative because they can learn from other scholars' experiences and theories to be implemented in their specific classroom setting. However, since teachers almost have no time to conduct their research, they tended to act as 'consumers' of others' research. The use of others' research in terms of published coursebook for teachers own practice, to a certain degree,

can be described as the top-down process that might silence teachers' voice and lead to teachers' passivity (Burton, 2009).

Rather than being passive and uncritical consumers, teaching practitioners are also encouraged to reflect on their teaching methods to address their context-based problems (Edward, Emily, Graves, and Garton 2015; Harwood 2010; Tomlinson 2012). This thinking has invoked teachers' awareness of the importance of action research and classroom-based research. Action research is a method to record and analyse teachers' problem-solving in classes. However, teachers often take their daily routine problem-solving for granted. Whereas, when a teacher 'records' her activities in terms of action research, they will be benefitted from it for better improvement. action research could enable researchers to engage with identifying, planning, reflecting problem as well as to be critical about their practices (Abraham, 2013). Further, other people can gain new knowledge generated from his/her action research, therefore, teachers as practitioners can be the key contributors to the development of knowledge (Brydon-Miller, Kral, Maguire, Noffke, & Sabhlok, 2011).

This study applies action research genre that emphasises classroom teachers and his/her research participants involvement, namely participatory action research (PAR). PAR shares with other action research in common dealing with the research process and their action for problem-solving. The term 'participatory' in PAR shows that this method invites different parties to solve problems collaboratively. Compared to the general action research that tends to 'problem-solving (Brydon-Miller and Maguire, 2008, p.82), PAR should commit to the transformative social justice agenda and focused more on the collaborative and knowledge generative aspect of research (Kemmis, 2006). It aims at addressing 'the underlying causes of inequality while at the same time

focusing on finding solutions to specific community concerns' (Williams & Brydon-Miller <u>2004</u>, 245). Its commitment to social justice and transformative action makes PAR critical of existing social structure, policies or practices of governments, institutions, and the interest groups accountable for their action (Chevalier & Buckles, 2019). Further, PAR should aim to improve teaching techniques and promote 'open communication with other participants—including students or other people in the wider community—whose lives are 'affected by the practices being investigated' (Kemmis, 2006, p.460).

The philosophy underpinning PAR that highlights equality and social justice corresponds with Halliday's thinking in developing SFL. With SFL, Halliday counteracts the 'virulent linguicism' against language minority speakers (Harman & Khote, 2017, p. 65). Developed in English-speaking countries (the UK and Australia), SFL and DSP's teaching cycle aim to give value to the non-native varieties of English (Troyan, Harman, & Zhang, 2020). Similarly, this current PAR employs the principle of social justice, open communication, and transformative:

1. Teacher (as researcher) highlights the share of power in the development knowledge and theory in this field. In this PAR teachers are given opportunity to contribute a new knowledge in the field of TESOL

2. Teachers highly regard students as the main actors in text production. Therefore, students' participation in text production should be valued in all the teaching writing phases.

3. Critical to the existing language teaching methods for specific student characteristics.

Hence, researching SFL by using PAR is ideologically relevant. Our research is aimed at developing literature on how PGA would be implemented in our ELT writing class. I work collaboratively with our students to allow their voice to be heard. In other words, this study engages the perspectives and choices of others, our students, who are involved in the practice (Kemmis, 2006). More particularly, it addresses questions on how PGA should be introduced to the students with different learning experiences and how PGA's activities can help them develop their writing skill. Although previous studies identified that PGA increases students' writing quality, however, the way the cycle goes needs to be investigated by observing how EFL students respond to this instruction. Rather than focusing on assessing students' end-product, this research looks inside to the teaching and learning process. In this sense, the PGA cycle become our framework for adapting, designing, and rearranging instruction according to the class' needs.

To help analysing the data, I combined PAR with discourse analysis to present a thick description of the interaction of student with peer and teacher in classes and a close textual analysis of students' writing texts. More importantly, discourse analysis is needed to understand students' response to the PGA instruction (see Kohte).

3.2 THE INSTRUCTIONAL INTERVENTIONS: PLANNING, DRAFTING, REVISING

Compared to general genre-based pedagogy, we added activities in the Joint-Construction phase. In this phase, we suggest the teacher providing time for students to do four process-based activities: planning, drafting, revising, and editing. In this sub-phase, students plan writing structures based on the generic structure of exposition text. Then in drafting, students have started writing the main idea and supporting sentences in the paragraph. In revising and editing, the teacher gave time for students to re-check

their writing and correct their grammar. In this phase, she helped and provided input, while encouraging students to discuss with their friends. This process is piloted in this action research so that students are given more opportunities to design their writing while learning how to use new vocabulary related to the topic being written, compose and revise sentences, and develop paragraphs to support the overall function of the text.

3.3 DATA COLLECTION AND DATA ANALYSIS ACTIVITIES

We made a careful plan for the data collection activities to not distract our activities as the teacher/lecturer. In short, all the activities were conducted in such a way that we can perform both as teacher and researcher. We classified our PAR activities into four: *class preparation/planning*, *teaching based on PGA*, *evaluating*, and *reporting activities*. These four activities are cyclical and reflectional, so that all the activities inform to each other.   For example, we adapt our teaching plan in such away as reflecting our evaluation of our previous teaching activities.

Although the PAR was conducted along the teaching cycles, the researchers also focused on building the research report, including literature review and data analysis in 'reporting activity'. It explores how the PGA cycle occurs in our classes and what issues during its implementation.   The data collection activities of the study involve Observation, Field-Note, informal/formal interviews, and document. Each data collection activity in this study is explained as follows:

1.   Observation fieldnote. In the observational fieldnote, we used a videotape recorder to recall the classroom events and the verbal and non-verbal interactions in classes. As a teacher and researcher, the teacher was involved deeply in carrying out daily observation activities while conducting theoretical and practical interpretive dialogues to understand the

interdependence of SFL, literacy, and teaching writing. The we replayed the videotape recorder after class to recall events while making a note of the emergent events. Based on the note, we present the observational data in the form of a vignette. The vignette is then to be thematically analysed. Besides, we also used the note for reflecting our action so that based on the written note we took from classes, we suggest the teacher change our strategy in the next classes if it is necessary.

2. Forum group discussion. We worked with Indonesian teacher association (PGRI) to grab the ideas of how the philosophy of critical pedagogy has been adopted in Indonesia's curriculum and how the teachers understood and implemented the idea to their language classes. In this case, we invited five English language teachers and five Bahasa Indonesia teacher. From this FGD, the researchers identified if their practices so far resemble critical pedagogy. The FGD is transcribed into sentences to be used as data.

3. Interview. When we find some events to explore, we conduct formal and informal interviews with our students to understand what underlies their behaviour. The informal interview was conducted just after the teaching and learning process. Meanwhile, the formal interview was conducted with a semi-structured interview protocol in our hand. This interview protocol was developed based on the themes that we intend to explore, such as critical pedagogy, critical thinking, students' response toward teacher's action, learning activities, and writing progress. The interview questions protocol can be seen in Appendix 4.

4. Students' written text. We also collected sample of their written text to observe students' progress. As the teacher and researcher, we assess their

work and record the generic structure, register, and language feature. Then we analysed the students' writing to see if the PGA cycle affects students writing. To help the process of analysis, WAM is used to measure the quality of their work. Alongside this, the PAR method the teached use in this study forces me to consider using the students' text to redesign our teaching strategies. For example, if we found their writing did not meet the target genre, we would be rethinking to find a strategic way to teach the target genre.

The five activities and timeline can be seen in Table 1 below:

Table 2 : Guidance for conducting PAR

Class Plan	Class activities		Evaluation	Research activities	
Developing curriculum (team based on FGD) Class activities	Building context	Lecture Discussion Access different resources	What works well and didn't work in classes? Did the students understand what they were learning?	Review related Literature.	Conducted continuously in the whole process of study as iterative activity
Preparing teaching materials /resources	Modelling text	Lecture reading deconstructing text	What happened with students in text Deconstruction text modelling enlisting Linking words learning the language feature	Collecting data:	Transcription the FGD, Observing class, note-taking, interview WAM result
What Topic to argue	Joint construction Planning Drafting Revising	Two-way interactions Regulating peer group Peer correction	What works well and didn't work in classes? Learning target achieved?	Recall the observed class through stimulated protocol.	Video recorder
	Individual instruction	Students work	What is the result? Measured based on WAM	Analysing the data	Thematic analysis Discourse analysis
Alternative teaching strategies	Evaluation	Lecturing Feedback	Whether or not I need: additional phase additional teaching materials	Reporting the data	

Note: Despite similar row, the activities in one column are not automatically equivalent to the other columns.

To anticipate the complexities of dual role as researcher and teaching team, our commitment to each role should be maintained to avoid confliction. One of our researcher was consistent to be the teacher during the class, while taking her role as researcher outside classes (see Khote, 2017). As seen in the above table, we classified our activities into four: Pre classroom activities, Class activities, Evaluation, and Research activities. The bolded column lines between the four indicate that the activities from left to right rows are not linier and not in sequence. Each activity in the columns could not be in that order precisely due to students' unexpected learning need.

In Pre-classroom Activities, we planned and prepared the teaching activities, teaching materials, and teaching resources based on the PGA and our reflection/evaluation on previous classes. While planning teaching activity include considerations of what critical pedagogy activities to be presented in the PGA phases, preparing teaching materials include the selection of the text model to present, the topic to discuss/argue, and the resources to build knowledge. In this regard, although we conducted many different teaching strategies resembling critical pedagogy within PGA cycle, we added activities other than PGA phase when needed.

In research Activities, our work includes outlining the research question, reviewing relevant literature, preparing data collection procedure/instruments, analysing the collected data, and taking notes after class activities. Additionally, research ethic is considered important in this study. To do so, the teacher told our students in advance that she was conducting PAR for garnering the most suitable

teaching writing cycle that might be applicable for the typical EFL context in rural areas. She let them know that this research is not aimed to find and to report their weaknesses in English writing. Rather, it is part of our way to understand how critical pedagogy is taught and how particular teaching cycle works in this class. Further, we also encouraged teacher and student participants to speak out their voice through the interview regarding how their response and opinion toward critical pedagogy and teaching method. We assure participants' confidentiality so that their name would be presented as pseudonym whenever we report and publish this research. Additionally, we told the participants that we would interview those who sign the consent, and no pressure for joining this PAR.

3.4   PARTICIPANTS

This study is conducted with teachers and students of English teacher education program in Podomakmur. This town was about 80 km away from the capital city of East Java Province. Compared to the demography of big cities in Indonesia, Podomakmur is more dominated by farmers and small enterprisers. The poverty rate in this region is relatively high, that is, 10.79 % in 2017. This poverty rate indicates people's inabilities to fulfil the basic needs such as food and proper housing. Besides, its regional minimum wage that is less than US$250 per month indicates the lower standard of living. Likewise, this regional minimum wage of the region is lower than that of surrounding regions. The participants of this study are mostly come from PodoMakmur whose parents work as farmer and traders.

These student participants are in the second semester of bachelor's degree in English language teaching education program in a university in Podomakmur. In other words, they are prepared to be English teachers at the Indonesian secondary schools. The curriculum of the program has in common with that of other similar

programs across Indonesia. In the first two years, students are trained to the basic language skills such as listening, writing, reading, and speaking. In addition to these competences, the student teachers are also taught about the English grammar and the sentence structure of English in terms of courses namely Structure 1 and Structure 2. Then in the following semesters, they are equipped with different methods of language teaching. In the sixth and the seventh semesters they are sent to school for teaching praxis and supervised to do a bachelor research.

In terms of writing, genre-based learning is not new for university students in Indonesia because they had learnt how to write different types of text in their secondary schools (MOEC, 2016). In this case, GBP has been used for teaching students to compose narration, procedure, description, and essays at Indonesian secondary schools. In this teacher education program, their knowledge regarding text composition is upgraded to make them capable not only in writing different texts but also capable in teaching writing. In other words, since they are prepared to be professional teacher, they must be equipped with the content knowledge as well as pedagogical content knowledge and curriculum knowledge. So that, they can learn to teach English, including teaching writing.

Before the program started, the English language department in my university assesses its students' English skills by using TOEFL prediction test. Then, the students were grouped into two according to the test result. Those whose score is 450 or over are separated to those whose score is 449 or below. Such placement is meant to make the department easier to plan the curriculum for these student teachers. It is important to note that, although the test score of students in one group is higher than that of students in another groups, the students are not told about their score to avoid their bad feeling for the placement.

In this research we work with students whose score below 450. Rather than name them as 'students with lower performance' we use the term of 'students with different learning experience'. This term is based on our belief that everyone counts and any problem regarding education performance is caused by systemic issue. This argument can be explained as follow. The students come from different schools and different regions of Podomakmur municipality. Despite working within the same national curriculum, the secondary schools the students went into might have different resources in terms of facilities and quality teaching. Different resources affect different learning experience and therefore learning outcomes. For example, students who gain higher education performance might receive more privilege/better treatment than their counterparts who have lower performance. Hence, it is important for me to code them with the 'fairer' attribute. The current study, however, did not mean to blame their previous secondary education for their lower performance. Rather, we want to find the most suitable teaching method that could empower the students so that they become reflective individuals, both as language learners and as future language teachers.

Likewise, the department focuses on how to treat the students by using the more appropriate methods based on the principles of equity. Equity here is not referred to 'everyone gets similar treatment' but referred to giving specific treatment to those who need and help them gain their best. Singleton and Linton (2006) describe the concept of equity in educational context as 'raising the achievement of all students while narrowing the gaps between the highest and lowest-performing students' (p. 46). Turning to this study, the teacher education program has classified the students depending on the treatment that we will serve. The students who gain 450 or more will be taught with general GBP in writing class, while those whose

score below 450 were treated by using the PGA teaching method, that is assumed to be more suitable for the students with different learning experience.

The class inhabitant of the study includes 10 students. However, I present six participants' work in this study since they agree and sign the consent. All their name presented in this study are pseudonym to maintain students' confidentiality.

Table 3. participant students' English competency score

students	Gender/Age	Predicted Score	Language Proficiency (TOEFL Prediction)	
			Reading	Written expression
			Score/number of questions	Score/number of questions
Ana	Female/19	446	20/50	8/40
Lia	Female/19	436	19/50	12/40
Ovi	Female/19	400	9/50	5/40
Dini	Female/19	444	14/50	11/40
Santi	Female/19	400	8/50	13/40
Aziza	Female/19	436	15/50	9/40

Table 3 shows student participants' English competency score of TOEFL prediction test. They are not informed anything about the purpose of the test before and they had no preparation in advance. As can be seen in the table, their score is considerable low. It presents their competencies/skills related to reading and the structure and written expression. The test was under my supervision and took 95 minutes.

3.5   TEACHERS

Besides involving students, this study involves group of teachers in planning, doing classroom research, and in learning assessment. The researchers acted in team teaching with specific division of labour: one researcher worked as classroom

teacher, while others help the teacher plan and assess the language class. In planning, all researchers worked developing the class activities and teaching materials. This study invites teachers from PGRI after the PAR activity to enrich our teaching materials and techniques of how critical pedagogy has been understood and implemented by the teacher. From the FGD, we grabbed the teachers' experience in implementing the philosophy of critical pedagogy embedded in national curricula.

In more detail, while one teacher did as the teacher, other researchers prepare device for data collection in terms of fieldnote and recorders. Then, they transcribed, translated, and analysed the data. In assessing the class, two of the researchers did as ratters and gave score to students' works.

3.6 RESEARCH ETHICS

To meet the ethical requirement, this study firstly sought all participants' approval. Following satisfactory ethical review by Unipdu's Research Ethics Unit, and prior to any data collection, information about the project was given to the research participants. Firstly, we explained to them that this research has been reviewed and approved by Unipdu research ethics. Secondly, we clarified the aim of the research, and informed the participants that this study would not merely examine their works but seek to understand rather than judge their teachers' practice. All the name of the participants in this study are presented as pseudonym.

Chapter 4:

The Implementation of GBP and CP in language classes

4.1 INTRODUCTION: PGA INSTRUCTIONAL INTERVENTION

This section is presented to address research questions outlined in Chapter 1. The first sub-section describes the implementation of PGA and the issue/problem we found during the class activities. The second sub-section presents the strategies we used to tackle the issue. Meanwhile, the third sub section discusses about the part of PGA cycle that plays the most critical role in improving students' writing.

4.2 CYCLE 1

As described previously, the scope of this participatory action research was confined to 'Writing argumentative text' class of students with different learning experience at one of private universities in East Java. The main goal of the Writing class is students to be capable to write argumentative texts, both exposition and discussion texts. The class took place in three months, with one meeting per week. Each weekly meeting is 90 minutes. So, in total this topic had been covered 21 hours.

We designed a series of lessons to be taught following the conventional GBP, i.e. Building Field, Modelling, Joint Construction (planning, drafting, revising), and Individual Construction. However, some adaptations, in terms of additional activities might be conducted. In the first meeting, the teacher let the students know the objective of the course and get to know each other.

4.2.1 Preliminary activities: Recalling different genres of text

After the teacher explains the objective of the course, the teacher invited students to introduce themselves and share their experience in writing English texts,

given Indonesian students had learnt argumentative text in secondary schools. When she asked them about the different texts that they had learnt in advance, however, they mostly forgot about it. She let the students to recall what they knew about the argumentative texts. The vignette below shows my interaction with the students especially when she asked them about the English writing assignment they had in Secondary schools,

> Anik said, "I forgot mum".
>
> Another student, Badriyah, said "I did not remember, Sorry"
>
> Recognising that the class have no idea about argumentative exposition and discussion text, the teacher asked them "so, what do you know about Narration, Recount, Description, Exposition?"
>
> The class was silent, the teacher invited a student to address my question, "Cantique?"
>
> Cantique replied , "Different types of text?"
>
> I said "Yes, they are. Thank you Cantique!" Then she asked the class, "Anyone, please tell me about them! Did you learn about them when you were in your secondary school?"
>
> Nabila replied, "I learnt to write recount, description, and ..."
>
> "what about exposition?" the teacher asked
>
> "yes it is,.. I wrote essay too"
>
> The class echoed Nabila and told me that they had learnt to write Recount, Description and exposition, but they could not explain them any further when the teacher asked them the social function of each genre.
>
> As the consequence, she explains to them about the social function of each text such as "recount aimed at telling past events or story, while description is composed mainly for ..."
>
> (class interaction, 4th December 2021)

The vignette above captured an occasion in which the teacher initiated an interactive discussion strategy. As we can see in the vignette, the students are so passive that the teacher must asked many questions to make them aware of what we are talking about. She used this strategy for starting the lecture to invite their engagement in this

learning by linking this lecture with students' experience in learning various type of texts and their social function so that they could identify the characteristics of Exposition text compared to other genres. Knowledge about genre, texts' characteristics, and their social function is so pivotal that it should be explained deliberately to the students in such writing class. This knowledge helps students to understand the philosophical thinking why they—and their future students—must write a meaningful and functional texts.

After explaining different texts and their social function, the teacher focused on describing the argumentative texts in more detail. she gave a lecture to the students regarding the generic structure of Exposition, more particularly how its introduction paragraph, its content, and its conclusion should be composed. In this case, rather than using theoretical concepts like register, field, tenor, and mode, she used a common language when lecturing the students, as can be seen in the Vignette below,

> When I explained about the aspects of language feature: field, tenor and mode that are suitable for the argumentative text, I prioritise using daily language. In this case, I keep asking them questions: "What phrases can you use if you want to express opinion?"
> The class is silent. The students were seemed confused with my question. Then I repeated my question by using Bahasa Indonesia. "Jika kita ingin mengungkapkan pendapat, bagaimana kita mengawalinya? Frasa apa yang kita gunakan?" while waiting for their answer, I gave them an example, "we can use *in my opinion ...*"
> Then, one student named Danti responded "what about *I think*?". Responding to this, I gave her compliment "Thanks Danti!, we can use *I think ...* anyone else?"
> No one share their opinion here, so that I mentioned all the phrases and wrote them on the board.
> 'I think ...', 'in my opinion ...', 'according to me ...', 'for me...', 'in my point of view ...', 'in my view ...', 'to the best of my knowledge ...'
> (Vignette 2, taken 4th December 2021

The vignette 2 shows that instead of teaching them the theories of SFL and Semiotics, the teacher teach them how to write in practical way. The terms she used have made the students easily understand the language features commonly used in Exposition and discussion texts. Despite our agreement that the theory of SFL is also important to introduce to the student teacher, the teacher found it would be overwhelming if she introduced the theory in this phase. Rather, she skipped teaching theories of texts and would introduce the theories to these students in a more detail when they enrol the topic of "Teaching Writing" in the up-coming semester.

After the introductory session, we recommended the teacher start the PGA cycle 1. The topic we set for the first cycle was about translation machine.

4.2.2 Building context**.**

This phase is aimed at building knowledge base about the topic the students to discuss in their writing, that is, translation machine. We decide choosing the topic because of our assumption that we must start with a topic by which students are familiar with. Translation machine is such a gadget that students of English department could access in daily basis. In this phase the teacher invited the students to share their experience if they had ever dealt with translation machines. As we expected, the students all agreed that they have used the machine, and that translation machine were considered useful for them to understand the meaning of words of a foreign language. They mentioned 'Google translate' as one of their favourite machines and told me that they could use the translation machine whenever they need. Further, the teacher asked students to share experience how they could operate the translation machine in their mobile device.

Noting that they are familiar with the translation machine, the teacher introduced to them the resources related to the translation machine for learning a foreign language.

One of them is the text that consists of the author's point of view regarding the importance of learning a foreign language despite the emergence of the advanced translation machine.

Then, the teacher gave them prompt to respond, '***it is no longer necessary for children to learn a foreign language because of the advanced development of translation machine***'. Students are expected to write an essay responding to the statement, whether they agree or disagree.

4.2.3 Text Modelling**,**

In this phase, the teacher gave the students a text model of Exposition (Appendix 6) that consists of the authors' arguments about the importance of learning language despite the advanced technology in translation machine. When students started to read the article model that she gave to them, they seemed unenthusiastic. She kept asking them to read instead. While they were reading, she noticed they were busy accessing online dictionary to find the meaning of almost every word. she asked students several questions to check whether they understood the text, they just smiling.

After noticing that they hardly understood the text and were busy finding the meaning of each word, the teacher could sense that the students did not know the grammatical elements of its sentences. Then she asked them to identify the Subject and the Verb of every sentence in the text. Our assumption is that if they know the Subject and Verb of each sentence, they know the topic and what the text is about.

> "Please find and underline the subject and the verb of each sentence. Don't forget to put the letter 'S' beneath the line of the subject and put letter 'V' beneath the verb".

Learning from students' attitude towards the text, the teacher asked the students to identify grammatical element of the text before deconstructing the function of each paragraph. She believed that without understanding the meaning of the texts and what the author says in the introductory paragraph, students would not understand what the text is about including the thesis statement and outline arguments.

As she sensed, she found the students were confused in identifying the Subject and the Verb. They could not identify the Subject and the Verb precisely especially when the noun phrases and verb phrases in the text model are made of more than two words. Learning from this, she controlled the class from seatwork to giving explanation about what verb-phrase and what noun-phrase are. This teacher reminded the students that noun phrase could consist of adjective + noun, while verb phrase could consist of auxiliary + verb + adverb. In other word, she had to teach the students the basic sentence structure of English by using grammar translation teaching methods. she shared with them the formula of the English basic sentences such as S+V, S+V+O, S+V+O+C, S+V+C, S+V+O+O.

Hence, teaching grammatical structure of English in writing inevitable in such EFL writing classes. Previous studies indicate that integrating and isolated form focused instruction (FFI) in teaching writing for communicative purpose is recommended in TESOL classroom (see also Spada et.al., 2014; Barrot, 2014; Borg & Burn, 2008). The composition of FFI activities in writing and reading classes can be made as follows: reading and writing activities made 60% of the time, while tup to 40% of time was devoted to grammar (see Barrot, 2014). I did so in this research because it is crucial for the students to invest their time to learn this basic structure of language, otherwise they cannot meet the core objective of reading and writing classes.

After the students could figure out the Subject and the Verb of each sentence in the text and understood the meaning of each word, the students work with them to deconstruct the text model. This includes analysing the introduction paragraph that consists of general information, thesis/statement of point of view, and an outline of supporting the thesis. Then she explained to students how the body and its conclusion are developed. Besides, she also told my students the language features of the texts.

Table 4 : Text modelling and deconstruction activities

Deconstructing text				
	Items to identify	Components	Participants	Teachers' Prompts and students' responses
Staging	Introductory paragraph	Theses	Teacher	Does the author provide his/her thesis statement? Can you find the thesis in the Introductory paragraph?
		Identified the thesis	Students	Despite the development of translation machines, I **disagree** that children should not learn foreign languages
		Arguments supporting Thesis	Teachers	'How many claims does the author make to support his/her overarching thesis statement?'
		Identified the supporting arguments	Students	Learning another language **help** an individual better 1. understand their own language 2. communicate on both personal and cultural levels
	Body	Argument 1 and 2 elaboration	Teacher	'Does he/she provide any explanation and evidence?'
		Identified the elaboration of each argument	Students	The 2nd and the 3rd paragraphs: the author elaborate the arguments
	Closing	Reiteration	Teacher	'Did the author restate his/her thesis statement and claims?'
			students	In the last paragraph "I disagree with people who believe that computer translation is sufficient for communication between people who speak different languages"
Language features	Linking words			What vocabularies in the essay helps the writer to make his/her argument more convincing?'
			Students	Firstly, secondly, although, also, for example, I agree, I disagree
	Tenses used		Teacher	'What tenses the author use?'
			Students	Present tense

As can be seen in the above Table 4, students have successfully deconstructed the text. It means they understood the function of each paragraph and the language features of the text.

4.2.4 Building context 2

We commenced another Building Context in this cycle because the class did not support to continue the cycle. Although we gave students different resources and the text model regarding translation machine, the students seemed reluctant to discuss and they are unmotivated to address this issue. We did not expect before that the class was not interested to write their ideas about this topic. Hence, we decided to change topic after subsequent amount of time spent for reading many resources for building knowledge.

Then we tried to find the topic that we thought would attract the students' interest and make them more enthusiastic to respond and write. In this case, while we attempted to find a topic more relate to them, we anticipate any reaction and response from them.

> "Did you know about the news that the rivers in our town have been polluted by
> tofu companies?" She asked them,
> Students shook their head alarming me that they did not know about the week's
> headline of local newspapers. But I kept asking "do you think the l
> local government should close the companies?"
> Still, my students had no idea about it.

Then, we decided to find another topic that relates to them. To do so, the teacher asked students how they decided to go to university even though many of their peers (secondary students) in this town preferred to discontinue their education and halt their

higher education. They started to speak and smile to each other, and for me, it was a good sign. Then She asked them further questions,

> "Do you think, going to university is important for you?"
>
> "Yes Mum." They replied.
>
> "Anyone, please tell me why going to university is important?" She asked.
>
> "to get a good job" Badriyah replied.
>
> "to please my parents" Said Azizah.
>
> "to have knowledge" said Chantique,
>
> "to prepare better future" Sofia replied too.
>
> "good! you have many reasons for this" I exclaimed. "Now please think about what you would say to your school leavers that they have to follow your path, that is, going to uni!", then Asked them to name the two arguments why each of them need to pursue higher education.

This vignettes above show that there is 'bargaining' between my student and the teacher in deciding the topic to write. This is mainly because, we could not ask them to write the topic they did not know well, or they consider less important and less interesting. If they are forced to write such topic that does not relate to them, they are less motivated to write (see also Macken-Horarik 2004; Mathiessen, 1994).

4.2.5 Joint construction.

After having an agreement about what to write and argue, the teacher started Joint Construction phase. Following Zhang and Huang (2017), this phase comprises of four activities: Planning, drafting, correcting, and revising.

Planning.

In this phase the teacher let students to plan their writing. She I required them to state their statement or thesis regarding whether higher education is important or less important. Then, she asked them to provide two arguments supporting the thesis. She went around the class to see if they need help. The first thing she need to confirm is how

my students arrange their ideas in accordance with the generic structure of Exposition. She reminded to looked at the text model and learning from them the function of each paragraph so that they precisely present their thesis and outline the supporting arguments in the Introductory paragraph. After recognising what they must include in the Introduction, she let them start writing three sentence containing the main ideas of the 2nd and the 3rd paragraphs as well as the conclusion accordingly.

Drafting.

In this activity the teacher let the students develop sentences and paragraphs. At first, she did not really care about their sentence structure in this phase while focusing more on the generic structure of the text. However, when she looked closely at students' writing, she concerned about the way students did the work, as she reported as follow

> They accessed their mobile phone to find English vocabularies for their writing as well as accessing translation machine for composing sentences and paragraphs. I was more than disappointed to see my students wrote their paragraph in Bahasa Indonesia, then let the machine translating the whole paragraph into English. I felt unease to find my students used the translation machine in this phase given that their English is still in the beginner level. Besides, their writing in Bahasa is still problematic since they did not write their sentences properly. For example, their Bahasa paragraph was written in less formal and less structured, so that the translation machine could not figure out the real meaning of their expressions.

Based on the report, the use of translation machines in this phase is considered misleading. Especially, when the teacher found their Bahasa sentences are still problematic. Although she felt unease, she kept calm and let them work on their Exposition text in their way.

Revising.

During the seatwork, teacher walked around the class and checked their work. The teacher found students' sentences were mostly improperly written because the students just relied on the translation machine without checking their Bahasa, the source language. when the students in put ungrammatical Bahasa sentence, the translation machine cannot do any better. Accordingly, the most frequent question she asked is 'what do you want to say with this sentence?' whenever she found confusing expression. After her students address the question, she tried to correct and give suggestion to make their sentences sensible.

While she helped correcting the students' work, she identified the common mistakes in their writing. Then she decided presenting FFI in front of classes for all students to learn. In this case, she corrected the ungrammatical sentences from their work, as can be seen in this vignette.

> In Joint Construction phase, while assisting my students to develop their plan and draft, I found many grammatical errors and incomplete sentences. Then, I copied the ungrammatical sentences and displayed them to the class without telling the class where I took the sentence from.
>
> "*in university, competency developed with the help of professors competence development in university to help rule out the industrial revolution 4.0.*" (Santi, Work 1)
>
> I asked the class if anyone notify the mistakes. After waiting for their response for a while, I revised the sentence to make it more sensible:
>
> "*I*n university, *our* competence develops with the help of professors**. *The development of our competence* in university is *aimed* to help *us facing* the industrial revolution 4.0."
>
> After making change, assertion, and correction, I explained the type of errors they had made such as punctuation, missing verb-phrase, omitted period, and missing pronoun.

As can be seen in the vignette, there are several FFIs that she presented: punctuation, pronoun, and basic sentence structure. The teacher explained English language rules regarding when to use the upper or lower case, period to end sentence, and to change from subject to object pronoun. The FFIs are beneficial for them to learn not only from any mistake they made but also from others' mistake. Moreover, she reported that this activity is also useful for her as the teacher to plan a strategy in teaching writing in the 2nd cycle. Learning from students' mistake, she said "I planned to do FFI more often to develop my students' abilities in constructing grammatical sentences"

4.2.6 Individual construction.

In this phase, the teacher asked students to finish and polish the first draft. Before submitting the task, they were required to check if the composed draft meets the generic structure of the target genre, Exposition. Then they also were required to check if the sentences are well written and well structured. In this case, they need to identify the Subject and the Verb of each sentence prior to submission. The examples of their writing can be seen in Appendix 5.

4.2.7 Evaluation and reflection 1

After all the phases done, *Evaluation* and *reflection* are made for two goals: to assess students' writing and to assess if the teaching methods used in the first cycle worked well in class. As a research team, each member has division of labour. Two of us worked as ratters to assess students' written texts. The assessment is pivotal because the result of the assessment is useful for my teaching evaluation and reflection so that we could arrange the second cycle. In assessing students' writing skills, the ratters use an assessment measurement that I adapted from Wechsler Objective Language Dimensions (WOLD) Written Expression subtest (Wechsler, 1996). WOLD writing assessment

measurement (WOLD-WAM) is proven to be valid and reliable writing assessment to look objectively at the dimensions of language in student writing (see Dunsmuir, Kyriacou, Batuwitage, Hinson, Ingram, & O'Sullivan, 2015; WOLD, Psychological Corporation, 1996).

WOLD-WAM was originally designed to assess students' narrative writing of young learners. Basically, WOLD-WAM has 7 domains (or elements) to assess which include Handwriting, Spelling, Punctuation, Sentence Structure and Grammar, Vocabulary, Overall Organization and Structure, Ideas. Despite assessment for narrative text, the criteria used in WOLD-WAM are still relevant for assessing young adults' Exposition genres in EFL context. In this case, however, I did not include Handwriting as a criterion because, in my opinion, it was no longer relevant for assessing my university students' writing.

WAM's criteria of '*Organisation and Overall Structure'* is used to see if the generic structure of students' writing has met the targeted genre. Then, the second criteria to assess is *sentence structure and grammar*. This includes assessing whether students can write grammatically correct sentences or not. The third criteria to assess is the *idea*, that is, how my students can develop argument and imagination for persuading others. The other aspects to assess are spelling, punctuation, and the vocabularies. The elements to score are overall structure, punctuation, spelling and ideas. Each element is scored on a 4-point scale, and each point has a specific, unambiguous description (see the WOLD-WAM rubric is presented in Appendix 1). Then, the scoring is based on the description that best fits the writing sample produced by my students. Hence, the individual scores for each element are summed to produce an overall score. The table below shows the result of assessment.

Table 5. Score of Students' Writing task 1

Student names	generic structure		Sentence structure		Ideas		Vocabs		Spelling		Punctuation		Total score	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
A	4	4	2	1	1	2	3	3	3	3	2	2	15/24	15/24
B	4	4	3	2	1	2	3	3	3	4	2	3	16/24	18/24
C	3	3	2	1	1	2	2	3	3	3	3	3	14/24	15/24
D	4	4	1	1	1	2	2	3	3	3	2	2	13/24	15/24
S	4	3	2	1	1	2	3	3	3	3	3	2	16/24	14/24
F	4	4	2	1	1	2	3	3	3	3	3	2	16/24	15/24

*4 is the highest score, while 1 is the least score.
 R stands for ratter. There are two ratters in this study (R1 and R2)

Learning from the table above, each students got high score in the overall text structure element. It shows that all students were understood about the generic structure of the Exposition. They knew what to present in the text's introduction, the text's body, and its conclusion. As can be seen in their work (Appendix 5), their paragraphs contained main ideas and are well organised. More importantly, they provide a cohesive text for the readers.

The it also can be seen from Table 5 that students almost have no problem with spelling when they presented handwriting (see Appendix 5). It signifies a good start for them to develop their writing skill. Meanwhile, their score of sentence structure and grammar is considerably low. Although they learnt about the basic sentence structure in the previous semester, they seemed to be confused with English grammar. As can be seen in the Appendix ... they missed to add verb-phrase in many sentences. Then the score regarding ability to develop ideas, is very low because their arguments tended to be repetitive.

Besides, Evaluation and reflection were conducted to see how PGA can be implemented with students with different learning experience and how PGA help students completing writing tasks. We looked the fieldnote regarding students' response to PGA teaching-learning activities including student-student and teacher-student

interactions. This evaluation informs us as researcher team for finding the more effective strategies in the second cycle.

From the field note, it can be concluded that the participant students were not quite responsive whenever the teacher asked them to read the text model and other resources in the phases of Building context and Text modelling. They are not keen to read and wondered 'why should I read the text in Writing classes?'. Also, the reading text given to them did not attract their interest. As the result, the teacher needed to bargain with them related to the topic to discuss/to write in this first cycle, she decided to ask them to write the topic that *naturally* relates to them, i.e., why we should go to university. Secondly, students were relying more on translation machine than asking help from peers or the teacher. We noticed that they use the machine uncritically. At first, students just wrote their sentence in Bahasa, then got their Bahasa sentences translated into English. The problem is, when they still had a problem to arrange their ideas in Bahasa, the translation to English would be problematic too. Despite the mistakes, they did not use the machine critically. Regarding their higher score in spelling (see Table 5), however, we assumed that the translation machine seemed helping them to correctly spell their English.

4.3   CYCLE 2

This 2nd cycle was conducted based on our evaluation on the first cycle. First, we consider making lesson plan that emphasized some adaptations in all the phase. For example, the teacher made the students more engaged with the topic they were going to write, so that they would be interested to write about the topic. Secondly, she put more effort to do FFI due to students' less knowledge about how English works. Thirdly, the teacher would keep students away from using translation machine since they had not

been able to use it critically. In this case she would be more active to help them build the sentence.

4.3.1 Preliminary activity: genre knowledge

Preliminary activity is still needed for reminding the students about what exposition is compared to other different texts. The preliminary activity can be seen in the vignette below,

> To make sure that my students still remember the characteristics of exposition genre, I kept asking them to recall the generic structure of exposition text, its function, and its language features. I wrote three dot points of "social function", "generic structure", and "language features" on the white board and let them to write some words beneath each term. Students seemed busy to access their book and mobile phone to find their notes of previous meeting. After couple of minutes, my students went to the front to add some words beneath "social function" such as 'to persuade', "to campaign". Then some of them share 'using present tense' and 'claim' beneath the language feature. When they could not identify the generic structure, I wrote the incomplete sentence on the board "the first paragraph of exposition is Introduction that consists of ...." then I let my students fill the blank ...

With the preliminary activity to recall students' understanding of genre knowledge, the teacher became more confident to start the PGA cycle. Besides, invoking genre knowledge is pivotal for the student teachers due to the competencies required for entering teaching profession in the future. They must be prepared to be professional teachers who are able to teach writing so that they must understand well the different texts, its characteristics, and its function.

4.3.2 Building Context.

Learning from the first cycle, Building Context phase needs twice occasions, because my students were not really engaged with the topic offered. As the

consequence, the teacher re-negotiated about what topic to write, that she thought it was time consuming. Therefore, she anticipated the similar problem repeated.

In this 2nd cycle, she asked the students to write an Exposition for expressing their opinion regarding the use of corporal punishment as an approach for disciplining students at school. To avoid such renegotiation, she gave my students more opportunities to access different resource in this phase. She provided related link and reading text for students to watch and to read aiming at developing their understanding of corporal punishment from different perspectives. Since they need longer time to read, I gave them the homework in terms of written texts about this topic to read. In this case, I also asked them to find the Subject and the Verb of each sentence.

In the meeting, she asked students if they read the texts at home. But unfortunately, some said "no" and some other said 'have not finished reading yet'. As the consequence, the teacher gave them more time to read the related resources.

4.3.3 Modelling.

Since the teacher has taught them the generic structure and the language feature of Exposition text, she did not take any longer time to explain the characteristics of Exposition text in this second cycle. She just reminded students about the characteristics of Exposition text while providing the text model that discusses about corporal punishment that I took from the internet.

Firstly, she let her students deconstruct the text model's schematic structure of text. The class identified the thesis in the introductory paragraph, the arguments in the body paragraph and the reiteration in its conclusion (Coffin, 2006). Secondly, she asked her students to learn the language features of the Exposition text that include verb-tenses, expressions to argue, and linking words used in the model text. In short, the activities in Text modelling is similar to the activity in the Figure 1.

4.3.4 Joint Construction

In this phase, she asked her students to address the prompt requesting their opinion of 'whether they agree or disagree toward corporal punishment at school'. It is important to note that, Joint Construction is a pivotal phase in this PGA since this approach highlights the process of writing, rather than the end-product of student writing (..).

Different to the previous Cycle 1, I forbade students to use any translation machine in Joint Construction phase of Cycle 2. Alternatively, She let her students to ask me for help whenever they could not find English vocabularies associate with their expression in Bahasa. However, I noticed that students were nervous for not accessing any translation machine and that they thought it was an examination.

> L was quite worry about this "if you don't allow me to access the google translate, can I access any website, Mum?"
>
> Teacher "Better you do not access anything, you did read many resources regarding corporal punishment, didn't you?"
>
> L "Okay Mum, but ..."
>
> Then the teacehr spoke to them "no worries, Darling. I will assist you to find English vocabularies and expression instead".
>
> After assuring her students that they are not under examination and let them feel free to ask her, they seemed happier.

Given the teacher provided them more time to read and to learn the corporal punishment in Building context phase, she decided giving them opportunity to make plan so that they can structure their arguments systematically.

Planning

While they started to plan their writing, I walked around the class to talk with them and asked one by one if they have decided their position whether they agree or disagree toward corporal punishment. After deciding their position, I made sure they

outlined their thesis statement and the supporting arguments. As the result, they could make an outline of the introductory paragraph, the body paragraph, and the conclusion.

Drafting

Students started to develop their introductory paragraph. The teacher reminded them about what to write in the introductory paragraph, that is, thesis statement including the two arguments supporting the thesis. Since they were not allowed to access anything, they asked her about English vocabularies that are equivalent to their Bahasa vocabs.

> The questions that were commonly asked including "Apa bahasa inggrisnya …." {what is …. in English?} and "Gimana cara ngomongnya … dalam Bahasa Inggris" {How to say … in English, Mum?}

The teacher addressed their questions patiently. She wrote every vocabulary they asked on the whiteboard, so that students know the spelling of these vocabularies. Some students asked 'untranslated' expressions, so that she asked them to find the more familiar vocabularies.

Additionally, the teacher could not avoid teaching FFI in this cycle. She explained English language rules to them when necessary. For example, when she found her students could not express the passive sentence properly, she explained and told them about the rule for changing from active to passive voices. Likewise, when she found her student wrote 'corporal punishment makes we ..'' she taught explicitly the English language rule regarding the change from subject to object pronouns (such as I, me, my mine/she, her, her, hers/we, us, our, ours).

Revising

After completing their draft, the teacher asked students to reread the draft as well as revised any wrong spelling, ungrammatical sentences, or awkward expression

they found in their writing. Many of them, however, did not recognise their mistake. Therefore, she gave her students more freedom to discuss with their friends to do proofreading. In this way, they can learn from their own mistakes and their friends' mistakes. Additionally, she still worked assisting her students to do revision which eventually required me present FFI whenever needed.

4.3.5 Individual construction

After long process of joint construction that include planning, drafting and revision, the teacher let students to finish drafting individually. Before submitting their work, she asked them to check if their each sentence, at least, consists of Subject and Verb.

4.4   EVALUATION AND REFLECTION 2

After receiving their work, I did correction and assessment. Similar with assessment process in Cycle 1, the WOLD WAM is used in this Cycle 2. Therefore, the criteria used includes Overall structure, Sentence structure, Ideas, Vocabs, Spelling, and Punctuation. The result can be seen in the Table 6 below,

Students	Overall structure		Sentence structure		Ideas		Vocabs		Spelling		Punctuation		Total score	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
A	4	4	2	2	1	1	3	3	4	4	2	2	16/24	16/24
B	4	4	3	2	1	1	3	3	4	3	2	3	17/24	16/24
C	3	4	2	2	2	2	2	3	4	3	3	3	16/24	16/24
D	4	4	2	2	2	1	2	2	4	3	2	2	16/24	14/24
E	4	4	2	2	1	2	3	3	4	3	3	2	17/24	16/24
F	4	4	2	2	1	2	3	3	4	3	3	2	17/24	16/24

*4 is the highest score, while 1 is the least score.
 R stands for ratter. There are two ratters in this study (R1 and R2)

As can be seen in the Table, the overall structure of students' work made the highest score. It means that all the students understood the generic structure of Exposition. Then it is followed by 'spelling', 'punctuation', 'sentence structure', and

'ideas'. The lowest score is made by the ideas that illustrates students' difficulties in composing sentence and how to present the convincing arguments. Compared to the result of the first cycle, there is a slight increase the scores of spelling, sentence structure and punctuation. This is mainly because, I made longer time Joint Construction. so that I provide careful advice and FFI when they got problem in composing sentences.

Based on the assessment result, the teacher gave them feedback on the aspects to develop.

In terms of teaching activities, the teacher also invited the students to share their opinion regarding the reading activity in the Building Context phase and the planning-drafting-revising activities in the Joint Construction phase.

4.5   DISCUSSION

Different to Huang and Zhang, this study considers the result of the assessment important to plan teaching activities in the second cycle. Feedback is included in the cycle as additional phase. To clearly show the cycle of PGA for this PAR, the Figure 1 of the phases of cycles is presented. As we can see in the figure, the cycle used in this study is supposed to always start with the building knowledge regarding the topic to be discussed. However, the teacher also anticipates that the phase in the first cycle will be not the same with that of the second cycle in terms of time allocation. For example, in the first cycle, she needed more time allocated in explaining to her students regarding the genre knowledge. For example, since students have knowledge regarding the genre type, she just recalled students' understanding on what the genre should be in the second cycle. So, in the second and the third cycles. she focusedon explaining the register of text in more detail.   (paragraph ini dipindah ke Findings

Figure 1

Cycle 1

Building the context

Modelling

Joint construction

Planning

Drafting

Revising

Individual construction

WAM & Reflection

Cycle 2

Building the context

Modelling

Joint construction

Planning

Drafting

Revising

Individual construction

WAM & Reflection

Cycle 3

Building the context

Modelling

Joint construction

Planning

Drafting

Revising

Individual construction

WAM & Reflection

As we can see in the cycle, there are three cycles in my study. Different to the Huang and Zhang (2020), the cycle in this study includes the evaluation activities. Evaluation in terms of teachers' feedback is considered important in the cycle at least for two reasons. First, teachers' feedback is important part of students' learning. In this phase I give advice to students of what to improve. Since there are seven criteria for assessing the students' work, the focus of the feedback is not limited to text's generic structure but also to grammatical errors, sentence structure, and the influence of the first language to the target language. In this way, students could learn from their mistake. Second, the result of WAM is useful for my consideration in planning class activities in the following cycle. Based on the result of WAM, I planned my class activities differently because time allocation for each phase in cycle 2 and cycle 3 is different. I put my efforts much more in the phase that I could address students' needs. For example, since students could not expand their ability to use complex sentence, I allocate more time in drafting and revising. Given WAM indicate students' understanding of genre knowledge, I provide fast instruction of genre knowledge. The time allocation for each phase in the three cycles can be seen in Appendix 2.

Jkjjjj

WAm strategy

I agree to a certain degree with the argument saying that language teachers cannot ignore the advance in translation technology. Later or sooner, foreign language teachers must embrace the technology and use it as learning tools. Moreover, the accuracy of the translation machine in translating the source language's expression to that of the target language has been improved and developed from time to time. Rather than ignoring the development of the translation machine, teachers should find ways to embrace it and prepare students to learn how to deal with the machine (see Lee, 2020). Foreign language teacher could not see the translation machine as hinder and as the thing that should be avoided. Studies conducted by Brigg (2018) found that this machine attract teacher and students' intention and they reported positive attitude toward the machine. The technology is recommended for the students to check local errors and improve accuracy in the target text (Chung & Ahn, 2021). In other words, this machine is helpful for students when it is accessed after they draft their native language to the target language.

Despite its help to communicate ideas, the machine is not recommended for beginner-level students in foreign language writing class. Teachers would not figure out the areas of learning to develop since the machine worked for them perfectly. Hence, this study indicated that when the beginner level students used the machine in the initial step of writing, the process of language learning will not take place. This finding aligns with Gracia and Pena's (2011) because such students tend to let the machine work for completing their task and they take less effort when they used translation machine for writing.

Another question pertinent to this study is, "how can I assure that my students being researched here would not use any form of translation machine in their first draft?". In doing so, she need to have strategies:

1. check and assist students in the Joint Construction phase so that students did not use any translation machine to translate the L1 draft to the target text.

2. give her student a friendly reminder to not use the machine in the first draft and invoke their awareness that they cannot use the translation machine uncritically.

4.6 CONCLUSION

Fjjhihihpphdjjj

Chapter 5: **Developing skills in building argumentative text**

5.1 PROCEDURES

As described previously, the actions undertaken were guided by the PGA procedure. These include Context Building, Text modelling, Joint Construction—planning, drafting, and revising, and Individual Construction

5.1.1 Context Building phase: Introduce the characteristics of the Exposition genre and the topic to explore

This phase aims to build a knowledge base about the subjects being learned. Firstly, I introduced the different types of argumentative texts, Exposition and Discussion. The mode used in commencing this phase was more lecturing, by which I explained the distinction between the two and the characteristics, their social function, generic structure, and language features. Since they had learnt this genre at their previous schools, I started from their knowledge of the argumentative texts. Then, I reminded them how to write the introduction paragraph, its content, and its conclusion.

Secondly, I discussed the topic they were going to write about. I offered several issues that have to do with my student's life and made 'bargaining' with them. When I provided the social and political issues in their community, they mostly expressed disagreements with me. Then I offered them other issues that they thought interesting because I could not ask them to write about a topic they did not know well or considered less important and attractive. I did not force them to write about an unfamiliar topic because I do not want them to be less motivated to start writing (see also Macken-Horarik 2004; Matthiessen, 1994). As a result, I introduced them to the

issues of polluted rivers and gave them a text model and related resources in the following phase

5.1.2 Deconstruct the text model and ask students to read related resources in Text Modelling

In this phase, I asked the students to read the text model to deconstruct and access other reading resources to familiarise them with the proposed topic. In this deconstructing text activity, they were expected to learn about the language features and generic structure of Exposition text from the text. To motivate them to read and deconstruct the text, I initiated the leading questions regarding how the first paragraph, the body, and its conclusion were written. After my students understand each paragraph's function and the Exposition text's language features, I introduce different text models related to the issue.

However, the students seemed unmotivated to discuss further the issues I offered in this case, translation machine outweighs learning a foreign language. Instead of reading the related resources, they reported it as less interesting. So, I offered several topics that relate to their life. After a long negotiation, I decided on the topic or issue that naturally relates to them, i.e., why they should go to university despite their friends' choice to leave education. With this topic, they agreed as they had ideas on their mind without advanced reading activities.

Hence, the PGA cycle was interrupted because of the students' reluctance to continue the topic. It required the class to go back to the previous phase when she had to negotiate with the students. In this case, the PGA cycle did not go following a clockwise direction but Building Context-Text Modelling-Building Context, before the Joint Construction.

5.1.3 Joint-Construction: Help students to plan, draft, and revise.

After my students agreed on what to write and argue, I started the Joint Construction phase. I gave the students a prompt for them to respond: Do you think going to university is important or less important?". Our decision to select the topic was based on students' interests. The issue also relates to their real-life lives since by using Exposition, they could convince most of their friends who preferred to discontinue further education for marriage or low-paying jobs. I told my students that I would work to develop the assignment regardless of their arguments. Following Huang and Zhang (2020), this phase is planned to include three activities: Planning, drafting, and revising.

Planning.

To start their plan, I asked them, "Please make an exposition text to convince your friends that your decision is the best choice". I asked my students plan their writing while stating their thesis statement regarding if and why pursuing higher education is important or less important. Following this, my students were mind-mapping their ideas into dot points. Examples of their plan can be seen below,

A's plan
Thesis: going to university is important.
Supporting ideas:

1. *Better future*
2. *Successful in work and others*

B's plan
Thesis: Pursuing higher education is important.
Supporting ideas:

1. *get knowledge*
2. *get a job easily*

C's plan
Thesis: higher education is important.
Supporting ideas:

1. *becoming open mind*
2. *shaping personality*
3. *doing something effectively*

Learning from their plan, I assumed that planning seems doable and practical for them. They could grab ideas to support the arguments that higher education was essential, but they had slightly different reasons. This mind-mapping enables them to start writing the thesis and the two/three arguments supporting the thesis

Drafting

When the students started to develop their plans into sentences, I reminded them to look at the text model and learn from it about the function of each paragraph. After recognising what they must include in the Introduction, I let them start writing the introductory paragraph that consists of at least three sentences containing the thesis and the supporting sentences developed from the dot points. Then, I asked them to elaborate and establish each supporting sentence in their 2nd and the 3rd paragraphs and the conclusion accordingly.

Revising

During the seatwork, I walked around the class and checked if they could revise their first draft. Although students' sentences mainly were miswritten, I did not see they recognise the mistakes and errors they made. Accordingly, the most frequent question I asked whenever I found a confusing expression was 'what do you want to say with this sentence?'. After my students addressed my questions in Bahasa Indonesia, I tried to correct them and suggested making their sentences more sense.

The fragment below showed the activity when I corrected the ungrammatical sentences from their work, especially when I found my students had similar problems.

In the Joint Construction phase, while assisting my students in developing their plans, and draft, I found students made many typical grammatical errors and

incomplete sentences. When I saw most of them did not recognise the errors, I helped them to revise. I decided to copy the ungrammatical sentences from one students (E's draf), and display them to the class.

"*in university, competency developed with the help of professors competence development in university to help rule out the industrial revolution 4.0.*" (E's verbatim Work 1)

Then I asked the class if anyone noticed the mistakes. After waiting for minutes, they gave no response. Then I told them the aspects to revise such as punctuation, missing verbs/subjects, and incomplete sentences, while I did revisions:

"***In** university, **our** competence develops with the help of professors**. The development of our competence** in university is **aimed** to help **us face** the industrial revolution 4.0.*"

While making changes, assertions, and corrections, I decided to present Form Focus Instruction (FFI) to teach them basic English sentences to understand how English works and formal writing rules. In this case, I deliberately taught many things in one go such as punctuation, missing verb-phrase, omitted periods, and missing pronouns. I told them general information, such as, 'every new sentence must start with the Upper case' and 'a sentence must contain at least a subject and the verb'.

Let them complete argumentative writing in Individual Construction.

Noting that my students could not critically revise their own writing while the time is limited, I asked students to finish and polish the draft anyway. Still, they were required to check if the composed draft meets the generic structure of the Exposition and if their sentences were well written. In this case, I still gave them the opportunity to identify the Subject and the Verb of each sentence before submission. The examples of their writing can be seen in Figure 1.

Teacher Evaluation and Feedback

After all the PGA phases are done, ***Evaluation*** and *Feedback* are made for two goals: to assess students' writing and assess my teaching method. My two colleagues worked as ratters to assess students' written texts. They used an assessment measurement adapted

from Weschler's objective language dimensions or WOLD (Weschler, 1996). This measurement is proven to be valid and reliable for looking objectively at the linguistic dimensions of student writing (see Dunsmuir, Kyriacou, Batuwitage, Hinson, Ingram, & O'Sullivan, 2015; Llaurado & Dockrell, 2019; Psychological Corporation, 1996). Originally designed to assess students' narrative writing for young learners, WOLD-writing assessment measure has seven domains (or elements) to consider: Handwriting, Spelling, Punctuation, Sentence Structure and Grammar, Vocabulary, Overall Organization, Structure, and Ideas. This study, however, did not include Handwriting as a criterion because it was no longer relevant for assessing my university students' writing.

Its criteria of '*Organisation and Overall Structure'* is used to see if the generic structure of students' writing has met the targeted genre. Then the second criterion is *sentence structure and grammar,* which includes assessing whether students can write grammatically correct sentences or not and if their writing contains complex sentences. The third criterion to evaluate is the *idea*, that is, how my students can develop argument and imagination for persuading others. The other aspects to assess are spelling, punctuation, and vocabulary. Each element is scored on a 4-point scale, and each point has a specific, detailed description (see the WOLD assessment rubric presented in Appendix 1). Then, the scoring is based on its detailed criteria. Hence, the individual scores for each element are summed to make an overall score.

The scores of six students regarding the aspects can be seen in Table 5. The assessment score suggests that each student got a high score in the overall text structure or the generic structure of the text. Interestingly, although the score regarding the generic structure of the composed texts is high, they had problems with sentence structure and ideas. Most of their sentences are incomplete and lack agreement between

subject and verb phrases. Likewise, their ideas or opinions did not develop well and were repetitive.

An example of students' work assessment can be seen in Figure 1 below,

Figure 1. student's work
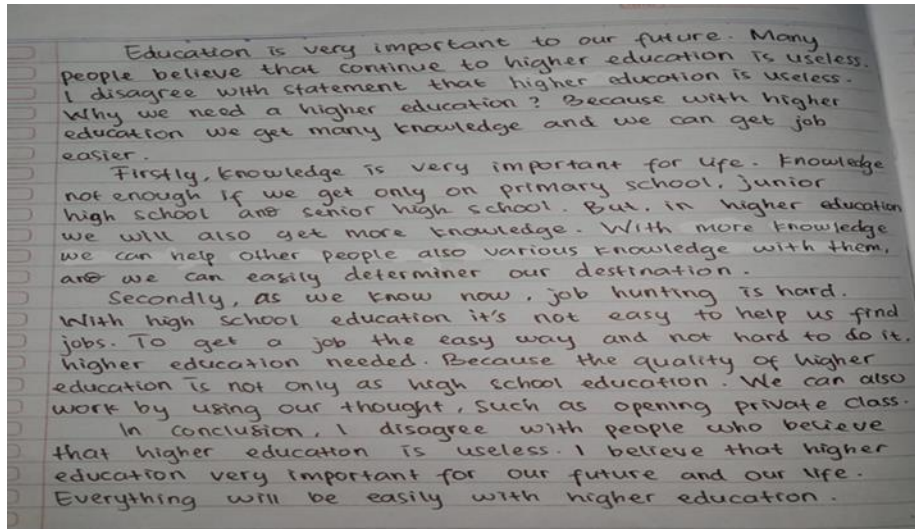
Regarding overall organisation, all paragraphs of the sampled text contain main ideas. The first paragraph consists of a 'thesis' showing the writer's position that the writer regards further education as necessary because of two reasons. The second and the third paragraph start with topic sentences developed from these two reasons. Additionally, this work represents a cohesive text as it applies to signposts such as 'firstly', 'secondly', and 'In conclusion'. All the paragraphs work together to build such unity as a whole, using SFL terms; its generic structure confirms the Exposition genre.

The figure above also shows that students had fewer English spelling problems. However, their sentence structure is problematic, although they learned about the basic sentence structure in the previous semester. They wrote incomplete sentences. The sentences in the second paragraph illustrate this finding [*knowledge not enough if we get only on primary schools, junior high school, and senior high school*] and [*with more*

knowledge we can help other people also various knowledge with them…]. Both sentences lack components such as verb-phrase and subject. Then, the score regarding the ability to develop ideas is also low because their arguments tend to be repetitive. Her reason why *knowledge is important for life* is not well elaborated and discussed in this paragraph.

Learning from their low performance in writing, I gave them feedback on their work, including showing them the assessment mechanism until the judgement regarding the scores was made. In this way, students understood what skills needed to develop to present good argumentative writing. Following this, I presented Form Focus Instruction (FFI) to teach how English works after giving them the writing assignment back. I shared the formula of the basic English sentences such as S+V, S+V+O, S+V+O+C, S+V+C, and S+V+O+O. Besides, I gave a lecture regarding the verb-subject agreement, verb-phrase, adjective, and noun phrases as my response to their mistakes.

Therefore, I invested time and effort in presenting FFIs on two occasions, in Joint Construction and Teachers' Feedback phases. FFI in such a class is indispensable, and it must be presented more often to develop students' abilities in constructing good sentences, united paragraphs, and then wholesome text. With the knowledge they got from FFI, I expect them to review and revise their work more critically in the following cycle.

5.1.4 Students' views on PGA

This section discusses students' responses regarding the teaching and learning activities in the developed PGA. The responses that were summed up from the data are grouped into three themes: teaching different types of genres, reading activities, and FFI in writing classes. Firstly, students responded positively to the initial activity of reviewing

how texts such as Recount, Explanation, and Procedure are different from each other, and how Exposition and Discussion are distinctive from the others. These were explained briefly since the students already learnt about different text genres at secondary school. Students' responses can be seen in the fragment below,

> Although they told me that they had learned to write different types of genres in secondary school, they had no idea about the point of why they wrote the texts.
>
> They seemed to listen enthusiastically to my review about genre, text, and context while they were busy taking notes, taking pictures of my handwriting on the whiteboard, and asking several queries.
>
> With my interactive explanation of the function and characteristics of different texts such as Exposition, Description and Recount in one go, they saw the whole picture of texts and their social functions.
>
> Then, I made a statement to confirm, 'As a future teacher, I think you should understand the different text genres and their social functions in writing.'
>
> 'Yes, we should.' They all agree with my statement.
>
> C said, 'I agree with you. I think when we know our purpose to write and what genre to write, we can start writing easily'

(Vignette 1., meeting 1)

Based on the vignette, they embrace the genre lecture and suggest that knowledge about the whole picture of text genres and their social function is pivotal for them. Students' excitement to discuss the different types of texts and their characteristics lead to abilities in identifying the generic structure and language features of Exposition text. More importantly, this knowledge allowed students to understand the philosophical thinking of why they—and their future students—must write meaningful and functional texts.

Secondly, there is a gap between what my students expect and what they must do in writing class. Students felt reading texts in the Modelling phase is a time-consuming and useless activity. Moreover, when I asked them to read some relevant resources to

enrich their knowledge and opinion, they did not do it. The below excerpts show their reasons,

"I think reading activity in this writing class is demotivating and boring" (A's excerpt)

"This is a writing course; I wonder why I should read the text in Writing classes?" (B's excerpt)

"I am nervous when I have to read English text, fear of not knowing the meaning of every sentence" (C's excerpt)

"I feel so lazy to read such monotonous text" (D's excerpt)

"I like reading, but I don't know. Sometimes I feel so unmotivated that I preferred to skip reading resources you recommended to us" (E's excerpt)

'I like to read the text that you gave me, because of interesting topic… but when you asked us to read the text in class then at home, I had no time to read, I am afraid"

As seen in the responses, my students hesitated to read the text model in writing class. They suggest reading activities as tedious, unrelatable and demanding. Students' unwillingness to read the text model and access other reading resources outside the class caused them to have less knowledge about the topic to discuss. The lack of exposure of authentic materials adversely affects their writing since it leads to their inability to elaborate opinions in their writing task. It is evident in the data that the students could not support argumentatively the main ideas in their paragraphs.

Regarding the isolated grammar instruction, my students reported positive attitudes toward FFI, as seen below:

"Your explanation about how English works made the process of writing in this class take a long time, but this knowledge helped me revise my work. I mean I am thrilled when I can recognise my own mistakes and correct them" (A's report)

"I enjoyed the class when you gave me instructions regarding the tenses and sentence structure. This makes my knowledge of English developed" (B's report)

"This [FFI] makes me understand the English language rules, and I become aware of how to arrange English sentences" (C's report)

"I feel like I'm learning more from your lecture, especially about changing verbs; it gave me more insight" (D's report)

"I don't have much vocabulary. But from your explanation about changing from verbs to nouns and adjectives, I understand how to use words in many ways" (E's report)

"That helped me much to recall English rules" (F's excerpt)

The students considered FFI in writing classes useful. Based on their report, FFI helps them to increase awareness and knowledge regarding English sentence structure. The activity aligns with previous studies' finding that integrating an isolated grammar instruction in teaching writing is recommended in TESOL classrooms (see also Spada et al., 2014; Barrot, 2014; Borg & Burn, 2008). The composition of FFI in writing classes can be made as follows: writing activities made up 60% of the total time, while up to 40% of the time was devoted to grammar (see Barrot, 2014). I did so in this research because, in my opinion, students must invest their time in learning this basic language structure. Otherwise, they cannot meet the objective of writing classes as guided by the WOLD assessment measure and their writing could not develop well.

5.2 DISCUSSION

This study extends the existing literature regarding SFL-based pedagogy, teaching argumentative essays, and ELT in specific contexts. It identifies that PGA can be implemented in argumentative writing classes with lower proficient students under some conditions. It confirms previous studies (such as Rahimi & Zhang, 2021; Uzun & Topkaya, 2020; Pujianto, et.al., 2014) that PGA enables students to understand the generic structure of the Exposition text and successfully to build the paragraphs that represent the text's introduction, body, and conclusion. In this current study, the participant students' assessment result and their positive response toward the teaching focus on the text genre in the Building Context supports this claim. Besides familiarising the genre and generic structure through a mini lecture and text modelling, the teacher needs to develop PGA in such a way that students could also improve other

quality writing criteria regarding sentence structure, ideas, and vocabulary. In doing so, teachers may correct students' work in Joint Construction (See also Huang & Zhang, 2020; Feez, 2002, p. 56) while planning, drafting, and revising. Besides giving corrective feedback, teachers need to present the form focus instructions (FFIs) to assist them in developing language capacities.

Learning from the teaching procedure, assessment results, and students' positive responses, this current study suggests an additional phase, namely the Evaluation and Feedback phase, for teachers to commence isolated FFIs. During the FFI in this phase, teachers discuss with their students the result of assessments and involve exploiting the solution to solve similar problems found in students' writing. In many cases, therefore, FFI can lead to teachers' grammar-translation teaching method to explain English grammar rules so that their students can learn from their mistakes. Hence, although the grammar-translation method is not recommended to use in the two-fold CLT and SFL-based pedagogy, a method like FFI is indispensable in such learning context to building students' competence and awareness of the metalanguage (Spada et al., 2014; Barrot, 2018). This awareness helps students to critically revise their draft for quality writing, otherwise, they end up with their first draft because they could not critically revise their grammar errors and mistakes.

Table 7 presents a comparison between the PGA cycle developed by Huang and Zhang (2020) and the one developed in this current study. In general, these two PGAs start from the Context building despite teachers' more choice to start from any phase (Feez, 2002).

Phases	PGA	PGA for this context	
1	Context Building	Context Building	
			Teacher-student Negotiation

2	Text Modelling		Text Modelling		
				Reading activities	
3	Joint Construction		Joint Construction		
		Planning		Planning	
		Drafting		Drafting	
		Revising		Revising	
					FFI 1
4	Individual Construction		Individual Construction		
5	-		Evaluation and Feedback		
				FFI 2	

The comparison between PGA and the PGA developed in this study

As can be seen in Table 7, the FFIs can take place in the Evaluation and Feedback phase and anywhere else in the cycle. The additional phase and sub-phases of FFI indicate teachers' more investment in time and effort for developing several competencies. The FFI2 in this study offered the solution for the common problems found in the assessment process. Meanwhile, FFI1 is in the form of teachers' responses to address problems such in sentence structure, proposition, and punctuation, while teachers help develop students' work in Joint Construction. More importantly, these FFIs help students to meet the assessment criteria that suggest the importance of good sentence structure (Barrot, 2018; Crossley, Roscoe, & McNamara, 2014). for better qualitative writing essays.

Hence, the assessment criteria by which students' knowledge of metalanguage is measured contributes to the need for the additional phase and sub-phase. Alongside the generic structure of the text, the ratters' and readers' judgment of the quality of writing also considers factors such as sentence structure, organization, and vocabulary, alongside ideation (see also Graham, Hebert, & Harris, 2015). Similarly, since this study uses the writing criteria of the Weschler WAM, it involves assessing students' awareness of the generic structure of the text and spelling, punctuation, sentence

structure and grammar, and ideas. For example, in the sentence structure and grammar rubric, students' writing is assessed if it contains complex sentences: The more complex sentences the student presents in their writing, the higher their score. The ability to use complex sentences indicates that students understood how 'clauses can be manipulated for effect' (Dunsmuir, Kyriacou, Batuwitage, Hinson, Ingram, & O'Sullivan, 2015, p.7). Unlike descriptive text, which is dominated by 'describing and telling', argumentative text demands students' ability to argue their thesis logically and critically. The sentences written in the text must be logically structured and sequenced so that the readers can discern the content well. An effective way to help students' criticality for building arguments is by reading activities (Syrewicz, 2022). The problem is the reading activity presented in this study did not attract students' interest.

Since the PGA is developed involving FFI to help meet the assessment criteria, it addresses the concerns (see Huang and Zhang, 2020) regarding its adverse effects on students' cognitive process of English grammatical and lexical knowledge. Instead, PGA with additional FFI triggered students' cognitive processes and mental strategies in developing an understanding of the metalanguage or how language works while understanding the text unity and coherence. Regarding Hyland's (2014) concern that genre instruction has stifled students' self-expression and creativity, this study found students' works have a similar pattern in their introductory, body, and concluding paragraphs. This study has different views despite the negative concern of 'uniformity' in the whole class work. The strictness with the generic structure of the target genre in PGA helps lower proficient students to focus on completing work more easily. The study reckoned that such strictness is still needed for students whose knowledge of the target language has not developed well. Indeed, it makes them focused on building neat and simple paragraphs that support the text's wholeness.

5.3 CONCLUSION

Although PGA is considered effective for teaching how to write functional text, this study suggests that English language teachers need to develop this instruction cycle suitable for specific contexts. Teachers could not use the cycle as it is when the students still have problems understanding how English works—including its basic sentence structure—and lack of vocabulary. Teachers in such a situation are advised to start, revisit, and spend more time on any phase depending on what students' language skills need to develop. For example, the teacher in this study spent more time in the Text Modelling for students to read related texts and in the Joint Construction phase for helping students to plan, draft, and revise. In addition to the activities reflecting process, teachers can perform FFI when they think they need to do so.

Hence, besides focusing on the communicative function of the text, teachers must also give attention to developing students' knowledge of grammar. In this regard, it is necessary for the EFL teachers to have an additional phase namely Teacher Evaluation and Feedback by which they can give FFI to address issues appearing in the assessment results especially when the teachers find similar problems. Besides FFI, assessment must be part of the teaching cycle for students to develop language competencies.

Chapter 6: **Genre Process approach promote critical pedagogy**

The Finding presents two sub-sections. The first subsection displays information regarding the course and the captured moments in which Building Context and Modelling occurred. Meanwhile, the second subsection comprises the discussion by which the researcher links the data with the existing literature regarding teachers' strategies to teach writing and to develop student critical literacy skills.

As described previously, the data of study was taken from class observation of 'Essay Writing' course for students with different learning experience at a private university in East Java. The main goal of this Writing class is that students can write argumentative texts. The class took place in one semester, with 14 meetings. Each weekly meeting is 90 minutes. So, this topic made 21 hours in total. The course outlines four writing task, that is, students were required to write discussion and exposition texts. It means there are two cycles of GBP. The one presented as vignette in this paper is the first cycle of GBP when the teacher commence Building context and Text Modelling phases.

6.1   TEACHER'S ACTIONS RESEMBLE CRITICAL PEDAGOGY IN PGA

As described previously, this section presents the data and the interpretation and the analysis of the data. The data was analysed based on the themes outlined in the Research questions, i.e strategies of critical pedagogy and challenges. Hence, the elements of critical pedagogy including critical literacy and critical thinking are explored in the teacher's practice. The moments captured and presented in this paper are taken from the specific occasion of GBP phases: Context Building and Text Modelling.

Based on the observational notes, this study report teacher's action that align with the principles of critical pedagogy.

> In the first meeting, the cycle of GBP cannot be started straight away because of the nature of Introduction session. Firstly, teacher described the goals of the topic in advance to the students. Secondly, she invited her students to introduce themselves, their origins, and their previous secondary schools. Thirdly, teacher asked the students to share their experience to the whole class regarding learning writing in their secondary schools. In this case, the teacher let her students to recall what students knew about the argumentative texts. She asked them to share if they learnt the different texts in their previous education.

<div align="center">(Taken on February 22, 2021)</div>

Beside describing the objective of the course, the introduction allows teachers to understand the students' education background. Despite introduction, the teachers introduced elements of critical pedagogy. Teacher allows students introduce who they are as learners. Understanding students' learning background resonates with the principal of historicity (Morrel, 2003). That is, teachers need to consider what students have known and have not known, before presenting the teaching materials and selecting the teaching methods. By acknowledging students and their learning experience, teachers could identify the teaching materials and methods suitable for students.

After everyone has introduced herself and their learning experience, teachers move on to the first phase of GBP.

Observation note 2

> *In Building Context for teaching exposition, the teacher has two aspects to introduce in this phase: information about the genre and the learning materials the students must be familiar with. After giving a lecture regarding the exposition genre, its generic structure, and its language feature, the teacher introduced a topic related to students' life. In her lesson plan, she outlined 'translation machine' as the topic for her class. She invited her students to share their experience if they had ever dealt with translation machine. She presented questions such as,*

"Did you know what translation machine is?"

"How often you access the translation machine?"

As expected, the students all agreed that they were familiar with the machine, and that translation machine were considered useful for them to understand the meaning of words of foreign languages. They mentioned 'Google translate' as one of their favourite machines and told her that they could use the translation machine whenever needed. Further, she asked them to share experience how they could operate the translation machine in their mobile device.

Noting that they are familiar with the translation machine, this teacher introduced resources related to the translation machine for learning a foreign language,

In the vignette above, the teachers started the activities that meet the function of Building Context. She begun the class by introducing the taught genre then attempted to find the learning material that is related to students' life. As she worked with students in English teacher department, she offered the topic the students were familiar with, that is, translation machine. As can be seen in the vignette this teacher was successfully aligning the learning materials with students' experience. Students' prior knowledge was explored at the time when the teacher started to commence the second phase of Text Modelling, below

Observation note 3

The teacher started to introduce the text model of Exposition genre. This text is about the importance of learning a foreign language despite the emergence of the advanced translation machine. The author of the text argues that the more advanced translation machine is needed to understand different culture and knowledge. In this occasion, the teacher invited the class to respond if they agree or disagree with the statement and share their response to the class. Additionally, the teacher wrote the list of questions on the white boar such as 'Does the author provide his/her thesis statement?', 'How many claims does the author make to support his/her overarching thesis statement?', 'Does he/she provide any explanation and evidence?', 'What types of evidence does the author provide?', 'Does the author consider the opposing opinion?'.

Teacher presented questions by which students read the text critically. The questions invoked students critical thinking about how the text to be composed. In this case, teachers asked students to figure out the thesis statement and how the author elaborate arguments. Additionally, the teachers required students to figure out the content of the text, including the authors' proposing and opposing opinions. With these questions, the teachers made sure that the students could understand the text and respond it critically.

Then, observational note below was still in the phase of Text modelling to see any problem arose and how the teachers handled the problem in this phase.

Observation not 4

> *While she walked around the class to see if her students could deal well with the text, she found the students got difficulties in reading the text and addressing the question. In this case, her students accessed the translation machine very frequently and copy the whole sentences to the translation machine. To assure students could understand the text, she then asked the students to find out the verb phrase of each sentence.*
>
> *After she knew that most students could not figure out the verb-phrases of each sentence, the teacher made conclusion that the student hardly understood the text. she said the class*
>
> *"I think, if you could not find the subject and the verb-phrase of each sentence, you get difficulty to understand the sentences, here I will show you each verb sentence"*
>
> *As the sequence, teacher taught English basic sentence structure to students. After that the teacher then worked helping to figure out the thesis, the arguments, their elaboration, and the type of evidence.*

Despite the familiar and more related topic, teacher found the reading text seemed to be so difficult for the students. Rather asking students to address the above critical questions, the teacher showed students a strategy to understand text, that is, by figuring out the subject and verb-phrase of every sentence. However, she notified that her students did not really understand the basic structure of English. Then, she found the

students did not know how English language work, the teacher handled the activity by giving student full assistance in understanding the text model, including its generic structure and language features.

Since the noticed the students were less keen to read about translation machine when deconstructing Text Modelling, she returned to the first phase, Building knowledge. As can be seen in the fieldnote below, the teacher tried to find alternative topic that interest the students more and make them more enthusiastic to respond so that they would commence to write.

Observation note 5

> After deconstructing the text model, the teacher decided to change topic after subsequent amount of time spent for reading the text.
>
> In this phase, the teacher negotiated with her students in selecting the topic. The teacher kept proposing topic and learnt from any reaction and response from students.
>
> "Did you know about the news that the rivers in our town have been polluted by a food company?"
>
> Students shook their head alarming me that they had not known about the week's headline of local newspapers. But she kept asking "do you think the local government should close the company?".
>
> Still, the students had no idea about it.
>
> Learning that her students were not really informed with the local's problem, the teacher decided to find any other topic. To do so, she asked her students what drove them to go to university even though many of their peers (secondary students) in this town prefer to leave education. That is, most of their peers halt their higher education. Students then started to speak and smile to each other, and for her, it was a good sign. Then she asked them further questions,
>
> "Do you think, going to university is important for you?"
>
> "Yes Mum." Students replied.
>
> "Anyone tell me why going to university is important?" She asked.
>
> "to get a good job" Badriyah replied.
>
> "to please my parents" Said Azizah.

"oh really??" the teacher a bit shocked then laughed.

"to have knowledge" said Chantique,

"to prepare better future" Sofia replied too.

"good! you have many reasons for this" I exclaimed. "Now please think about what you would say to your friends that they have to follow your path, that is, going to uni!"

The vignette shows that teacher offered negotiation with students regarding the topic they were going to elaborate in writing activities. At first, she proposed the issue regarding the polluted river in the town to respond. With this topic, the teacher expected students to argue their thesis and supporting arguments for the local government to act in solving the pollution. Since students were not informed well about this issue, she found any other topic to discuss.

6.2 DISCUSSION: IDENTIFYING TEACHER'S STRATEGY TO INTRODUCE CRITICAL PEDAGOGY IN GBP

Learning from the observational notes, the teacher in this study attempted to implement the genre-based pedagogy conventionally while introducing critical pedagogy. That is, she started the GBP cycle with Building Context, by which she presented a one-way lecture to explain the exposition genre and propose the expected topic the students were going to write. From the captured moment in Context Building and Text modelling phases, we can identify the teachers' strategies and challenges in introducing critical pedagogy in these phases.

This study confirms that critical pedagogy and GBP are concurrent in the observed writing classes. The practices of critical pedagogy in GBP can be identified as follows:

1. Critical literacy and critical thinking

In the Text modelling phase, the teacher introduced students to a reading text to analyse. The teacher had enlisted questions to invoke students' awareness of what the author wanted to argue and convince. Students in this phase are trained to figure out the thesis the author is going to develop. In this way, the teacher improves students' critical thinking since such activities help students aware of the fact that text is never ideologically free and some attempt to influence the readers.

This teacher's effort resonates with the concept of critical pedagogy as it endorses critical literacy. Hammond And Macken-Horarik (1999) defined *critical literacy* as the ability to engage critically and analytically with ways in which knowledge and ways of thinking about and valuing this knowledge are constructed in and through written text.

Within the field of education, the central aspect of critical literacy is the ability to read resistantly and write critically. Critical literacy teachers need considerable efforts to bring their students more critical. In their work analysing how ESL learners cope with critical pedagogy in the mainstream subject at school, it is found that teachers need to treat English-speaking students differently from EFL students.

2. Focus on student

In the phase of Context building, the teacher put students as the centre of learning as she allowed students to express their prior knowledge and related the topic of writing with students' own life. Putting the students as the subject of their learning is the precedence of critical pedagogy. It is evident in this study that students' preferences and voice in learning are prioritised over teachers' choices (see also Larson, 2014). Further, the teacher gave students more freedom to develop arguments and knowledge regarding the topic they explored. In this language teaching context, teachers adopted the principle that text should be considered a practice composed of how students

understand themselves, their social surroundings, and their histories for a better future (Norton and Toohey, 2004, p.1).

In introducing the topic, the teacher in this study offered students rather than using their power to decide what to explore. For example, by asking students if they concern about the polluted river, she asked, 'do you know...?'. Then, when she found no student aware of the issue, she preferred to find any other topic to explore. In this way, although she implied the students need to be aware of the environmental issue, she did not force them to write about it.

Additionally, teacher-student interaction is fluent and democratic. The teacher always offered dialogue before moving on to other phases. Similarly, non-verbal actions also proved the closeness between teacher and student since the teacher walked approaching students to check if students could complete the work and help whenever her students needed assistance.

3. Invoke students' awareness of local issues

In fieldnote 5, the teacher proposed the topic related to the environmental issue. The teacher introduced the topic of the polluted river about which people in the town were concerned. This aligns with the principle of a critical pedagogy of Problem-posing. This principle suggests that teachers must embrace, as its curriculum, real-world problems (Kubota and Miller, 2017). Although the students were not informed about the proposed issue, teachers need to invoke students' awareness of their society's problems. It aligns with the critical pedagogy of 'problem posing' (Morrell, 2003)

4. Fluent teacher-student power relation.

The principle of 'Dialogic' by which the teacher entails authentic humanising interactions with students is evident in this study (Morrell, 2003). This can be illustrated by the data showing the teacher's consideration of listening to her students. She

accommodated students' interests, willingness, and choices regarding learning materials. For example, although the teachers found the learning material that students were familiar with, she withdrew it as she found the text hard to read. She preferred to alter the teaching materials that sound too academic to 'mundane' topics.

Introducing critical pedagogy in GBP is somehow challenging for the teacher. Issues in practising critical pedagogy in GBP and teacher's decision to solve:

1. Topic alterations

As seen in the Fragment, alterations in 'what to write' are evident in this study. However, the teacher must alter the topic into one with which the student is familiar. The teachers had three alternative topics: translation machine, polluted river, and further education. The teacher aimed to introduce 'the use of translation machine' and 'polluted river' to respond and write. Hence, teachers need to prepare different plans to meet the students' interests when working with lower motivation.

2. Decreasing the difficulty level of the text model.

Since the teacher was working with low achievers, the text model seemed too difficult for students. This is mainly because the students still had limited English vocabulary while at the same time they did not have the self-efficacy to express an opinion in English. As a result, the teacher could not effectively exert students' criticality. Hence, the class spent a long time reading the text, so the class could not continue to the following phase of Joint Construction in one meeting.

3. Back and forward

Despite the cycle by which teachers can start from any phase, building context and text modelling are mostly considered the first and second phases. As seen in the vignettes, the teacher can focus on one phase when necessary. She must redo the Building Context after commencing text modelling since she must familiarise their students with two

different topics. Text modelling also requires teachers' efforts to assist students in understanding the text's composition and content. This study found that GBP and critical pedagogy approaches can be concurrent in language classes. Teachers can use GBP to introduce critical pedagogy since GBP allows teachers to invoke students' awareness of the text function and purpose. Hence, teachers can encourage students to use their text to voice their arguments for solving society's problems. In the Building context phase, teachers share their knowledge regarding the function and generic structure while democratically discussing topics to argue. Likewise, teachers can critically deconstruct the text model in the Text Modelling phase, which inevitably requires students to read and write purposively and critically.

6.3   CONCLUSION

This study found that GP and critical pedagogy approaches can be concurrent in language classes. Teachers can use GP to introduce critical pedagogy since GP supports critical pedagogy principles. In this study, historicity is evident as in the Context Building phase. Teachers began with students' experiences as citizens of the world by offering topics related to students' learning backgrounds. Then the principle of problem-posing was practised in this study since the teacher embraced the real-world problems, in this case, polluted river in their area. Then the principle of Dialogic is also promoted in GP since teacher-student relations entail 'authentic humanizing interactions with people' (Morel, 2003). Dialogic could present in teacher-student negotiation to invoke students' awareness of the text function and purpose to compose texts voicing their arguments for solving society's problems. In the Text Modelling phase, teachers

encouraged students to critically deconstruct the text model, which inevitably requires students to read and write purposively and critically.

Since unexpected problems might arise in the teaching process, it is recommended that teachers prepare many alternatives of what topics to write and different teaching strategies to critical pedagogy. In doing so, teachers can introduce the principles of critical pedagogy in many ways following the characteristic of their students.

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Appendices

Appendix 1: Writing Assessment Measure (adopted from Weschler)

Elements and Criteria	Circle Score
Spelling	
• Evidence of correct spelling of complex words containing prefixes/suffixes or irregular words e.g. souvenir, destruction, and conscious.	4
Attempts to spell some complex or polysyllabic words using visual or phonetic strategies, e.g 'safariye' for safari, 'adventerous' for adventurous.	3
• Spells the majority of high frequency common words correctly e.g. inside, because, while.	2
• Spells some common monosyllabic words correctly (e.g. mum, cat, bird). Uses phonic strategies to attempt to spell high frequency common words e.g. 'grat' for great, 'fhun' for fun.	1
Punctuation	
• Uses a range of punctuation to clarify structure and create effect (e.g. speech marks, dashes, brackets, apostrophes, commas to demarcate sentences).	4
• Secure use of full stops and capital letters. Uses punctuation in addition to capital letters and full stops, the majority are used correctly (e.g. question marks, exclamations marks, commas in lists).	3
• Evidence of accurate use of capital letters and full stops, however few there are. (e.g. Sentence finishes with a full stop and next sentence begins with a capital letter)	2
• Shows awareness of how full stops are used in writing.	1
Sentence Structure and Grammar	
• Secure control of complex sentences. Understands how clauses can be manipulated for effect. Able to use conditional and passive voice (e.g. having watched him eat a dog biscuit, she felt sick)	4
• Beginning to write extended sentences including subordinators (e.g. if, so, while, when, after). The basic grammatical structure of sentences usually correct (e.g. usually consistent and correct use of tenses and nouns and verbs agree).	3
• Beginning to use other conjunctions to create compound sentences (e.g. because, but, so, then) and may be using multiple clauses (still mixing up tenses).	2
• Writes simple sentences which include the conjunction 'and'.	1
Vocabulary	
• Demonstrates use of well-chosen vivid & powerful vocabulary to create effect (e.g. verbs, adjectives, adverbs)	4
• Varied use of adjectives, verbs and specific nouns (e.g. delicious for nice/sauntered for went/poodle for dog)	3
• Some selection of interesting and varied verbs e.g. jumped, compare, guess	2
• Uses simple vocabulary, appropriate to content. Writing is composed of simple nouns and verbs e.g. look, went, go, play, see	1
Organisation and Overall Structure	
• Paragraphs are well organised, based on themes and provides a cohesive text for the reader (e.g. paragraphs, subheadings, logically organised events).	4
• Uses paragraphs to organise writing, showing an identifiable structure. May be short sections.	3
• Themes are expanded upon and linked together in a series of sentences.	2
• Communicates meaning but may 'flit' from idea to idea and any themes that are expanded are done so in one sentence.	1
Ideas	
• Ideas are creative and interesting in a way that engages the reader. Uses a range of strategies and techniques such as asides, comment, observation, anticipation, suspense, tension.	4
• Ideas are imaginative and varied evidence of descriptive detail about characters, settings, feelings, emotions & actions.	3
• Ideas are developed to by adding detail (e.g. is beginning to provide additional information or description beyond a simple list).	2
• Produces short sections of ideas which may be repetitive and limited in nature.	1
Total score	

Appendix 2: Meeting Journal

Meeting	Phases in PGA cycle	Activities	Time allocation
1	Knowledge of the target genre - Introduction - Recall previous experiment. - Learning objective	1. Students introduce themselves in English, name, where they are from, what schools they went into. 2. Students were encouraged to recall their experience regarding the writing assignment in high schools 3. Lecturer introduced the objectives of the course 'writing argumentative text' (practical and philosophical) 4. Lecturer explaining different types of text, why they different to each other 5. Q and A	15 minutes 30 minutes 15 minutes 20 minutes 10 minutes
2	Knowledge of the target genres	1. Lecturer explains in more detail about two types of argumentative texts, 2. Discussing its social function of Exposition 3. Discussing the social function of Discussion 4. Discussing their generic structure 5. Discussing their language features: present tense, 6. Expressions to argue: in my opinion, in my view, according to me, I think	15 minutes 10 minutes 10 minutes 20 minutes 20 minutes 15 minutes

3	Modelling	1. Lecturer start the class and present a text model taken from IELTS academic book	10 minutes
	Deconstruct the model	2. Students were given a time to read the text model while prompts were given for students to find the thesis, the writer's position, what the writer want to argue	20 minutes
		3. Teacher-student discussion: Students share their ideas (addressing the prompt)	30 minutes
		4. Lecturer and students deconstructed the text model regarding the generic structure of text	30 minutes
4	Joint Construction - Deciding the issue to discuss - The	1. Since social function of text is to convince other people, students are invited to find 'a topic' or current issue to write	15 minutes
		2. Lecturer introduced the more recent public debates regarding certain social issue.	30 minutes
		3. Lecturer invites students to share their opinion regarding their knowledge the issue	30 minutes
		4. Lecturer asked students to think about the reasons why they continue to higher education	15 minutes
5	Joint construction	1. Students make a plan, draft and start to write the introduction 2. The introduction should consist of general information about the issue	90 minutes

	Planning	(why pursuing higher education), statement of thesis and two reasons supporting the thesis,	
	Drafting	3. Developing the body of text that consists of two or three paragraphs.	
		4. Students wrote conclusion	
	Revising & editing		
6	Individual construction	1. Students work on their task individually	90 minutes

Appendix 3: Field notes

Meeting	Phases in PGA cycle	Activities	Captured moments
1	Knowledge of the target genre - Introduction - Recall previous experiment. - Learning objective	1. Students introduce themselves in English, name, where they are from, what schools they went into. 2. Students were encouraged to recall their experience regarding the writing assignment in high schools 3. Lecturer introduced the objectives of the course 'writing argumentative text' (practical and philosophical)	1. Students are required to introduce themselves by using English. The prompts include name, family members, schools of origin, and reasons why they choose English teacher education program. Prior presenting their introduction, they were given time to think about what they were going to say in class. This activity was quite interesting and engaging since it made me know students better personally, their English speaking capacity as well as understand where/how I had to start teaching argumentative writing. 2. Interactive discussion regarding their experience in writing assignment in their previous school. when I asked them regarding the writing assignment they had in English classes, they did not remember. Anik said, "I forgot mum". Then Badriyah sad "I did not remember, Sorry" LR "what do you know about Narration, Recount, Essay,

		4. Lecturer explaining different types of text, why they different to each other 5. Q and A	Exposition?" Cantique: "different texts?" LR replied "Yes, they are. Thanks you Cantique" Then asked the class, 'anyone, please tell me about them!" Students told me they had learnt to write Recount, Description and Essay, but they could not explain them any further. 3. After obtaining information regarding their 'little' experience in writing English text, I jumped into 'teachers' explanation mode' to tell the students the teaching objectives of the Topic of Extensive Writing. I recalled students' memory regarding different types of text, their generic structure, and language feature, starting from Narration, Description, Procedure and then Essays. I told them why they are different to each other. In this case I explain their social function that bring different types of texts. 4. Then I focus on explaining the text that have social function to convince/campaign: argumentative texts that involve Exposition and Discussion. 5. I invited students if they ask any question. Rather than asking about the genre thingy, they asked me to tell them about my experience when I live in Australia. This made me a bit socked, why they are

not eager to know about texts and its social function etc. my conclusion is they were not really interested with the topic that I discussed in class this day because they were not ready to start a new semester. In short, they were in 'holiday mode'. To me, this is quite normal in any first meeting after the semester break.

6. students are told that a text has such social function such as to tell the past events (recount genre) or to express opinions (exposition genre) or to show how something is made/arranged (procedure genre).

7. The different social function of the text requires the students to employ specific dictions, expression, and grammatical structure. Therefore, in this phase the instructor requires students to bear the structure of the text and language features in their mind. This phase emphasizes that text is one unit, not a separate puzzle. As the instructor, I told my students that each paragraph serves to form one text type, so that, they are motivated to compose a text 'as a whole', rather than composing independent paragraphs. More importantly, understanding the function of the text, students are expected to critically determine the type of text and its language feature according to the target genre's social function.

2	Knowledge of the target genres	1. Lecturer explains in more detail about two types of exposition texts, 2. Lecturing its social function and generic structure of Exposition 3. Lecturing their language features: present tense, including language expressions to argue: in my opinion, in my view, according to me, I think	1. I repeated my explanation about the argumentative texts in more detail. Different to the previous meeting, I tend to use 'teachers' explanation mode' than class discussion. Based on Martin's typology of text and its social function, I explained why students need to learn writing exposition texts: to convince others by presenting arguments to support position. 2. I gave a lecture to my students regarding the generic structure of Exposition, more particularly how its introduction paragraph, its body and its conclusion should be composed. 3. I introduced some expressions that are useful for presenting argument. I keep interactive teaching in this class by asking them: "If you want to express opinion, what phrases do you use?" My students are silent. They were seemed confused with my question. Then I repeat my question by using Bahasa Indonesia. "Jika kita ingin mengungkapkan pendapat, bagaimana kita mengawalinya? Frasa apa yang kita gunakan?" while thinking about the possible answer. I gave them an example "we can use *in my opinion*" Then one student named Danti said "I think?". Responding to this, I

			gave her compliment "Thanks Danti!, we can use *I think* ... anything else?"
			No one share their opinion here, so that I mentioned all the phrases and wrote them on the board.
			'I think ...', 'in my opinion ...', 'according to me ...', 'for me...', 'in my point of view ...', 'in my view ...', 'to the best of my knowledge ...'
3	Modelling Deconstruct the model	1. Lecturer start the class and present a text model taken from IELTS academic book 2. Students were given a time to read the text model while prompts were given for students to find the thesis, the writer's position, what the writer want to argue 3. Teacher-student	1. Before presenting the text model of Exposition that I took from IELTS preparation course. This exposition text is about the advanced technology in translation software that makes learning foreign language might be no longer necessary". To start, I raised questions to invoke students' awareness of the topic to be argued in the text model. LR: 'how often you access Google Translate or any translation software?' The class was silent. So that I repeat my question in Bahasa Indonesia. Student relied in Bahasa "sering sekali, Bu!" [very often, Mum] LR : 'you mean very often?" Students: "yes it is" LR: "Do you think the translation software is helpful?"

		discussion: Students share their ideas (addressing the prompt) 4. Lecturer and students deconstructed the text model regarding the generic structure of text	The class was silent, then I repeated my question in Bahasa. After knowing what to reply, they agreed "yes, they are. They are very very helpful" LR : "With the advanced technology in translation software, do you think we learning a foreign language is necessary?" Again, I should repeat my question in Bahasa so that the students understood what I mean. Students then replied in Bahasa, so that I think I need to translate their answer into English "no ...!, learning a foreign language is still needed" I tried to speak English with my students to familiarise them with the target language. I translated their expression in Bahasa into English, so that they could learn from my English. 2. I presented the text model. I gave my students 15 minute to read the text, then to find what the main ideas of the text. While they were reading the text model, I saw my students were very busy to figure out the meaning of vocabularies. I walked around to the class to see how the way they interact with the text. I noticed they translated almost all the words in the text. This showed that the text is too difficult for them. To make sure they could understand the text, I stopped the reading

			activities after 15 minutes and ask them questions regarding the main ideas of the text, LR "anyone knows what the author wants to say?" The class was silent. 3. Learning that my students could not address the question, I let them keep reading the text. "Ok, then I give you five minutes more to read the text, if you don't understand any English vocabulary, please feel free to ask me" 4. I walked closer to them and spoke to them to make sure that everything is okay. One of the student whispered and asked "why should I read the text in Writing classes?" Then I tell the class, "Okay guys, I want you to know why you need to read texts in writing classes. First you need to learn the text model of the targetted genre. then you need to read texts related to the topic to discuss from different resources so that you can enrich your knowledge regarding the topic and build your argument clearly and easily" 5.
4	Joint Construction	1. Since social function of	1. I reminded my students about the modelling text including the aim

	- Deciding the issue to discuss - The	text is to convince other people, students are invited to find 'a topic' or current issue to write 2. Lecturer invites students to share their opinion regarding the the social issue 3. Lecturer asked students to think about the reasons why they continue to higher education	of the author to write the Exposition text. That is, what they want to argue in his thesis. Then I told students that the pre-condition for writing Exposition is 'having thesis/opinion to argue'. 2. To see if there is a current issue that invoke their attention, therefore their opinion, I asked students regarding public debate in the news. However, it seemed they were not really interested with the political/social issues that is now becoming public attention. "Did you know the public debate regarding radicalism in Indonesia, that leads to the increasing terrorism case?". They had no idea about the case. Then I asked the class "Did you know that the river next to this campus is so dirty and polluted?" This question is aimed to see if the students understood that people in this city proposed a class action toward the companies that has polluted the river. The students replied, "yes I did" Then I asked them, "Do you think what the local government need to do?" The class back to the silent mode. 3. Then I asked them different topic, "Why did you pursue your higher

			education?"
			I give them five minutes to think about two reasons why they prefer to continue their education after graduating from secondary school. The reason I chose the topic for them to argue are, this topic relates closely to their life; their decision to pursue higher education is quite interesting to explore given most of the students in this city decided to look for a job than pursuing higher education
			4. Then after five minute I ask them to share in English their reasons in front of the class. Students had a turn to present the ideas. I found there were many different reasons that the students share, and some of them had three reasons. From this, I conclude that it was possible for me to ask them writing Exposition arguing "why higher education is important"
5	Joint construction Planning Drafting Revising & editing	1. Students with my assistance plan, draft and start to write the text. 2. Developing the draft of introduction, the supporting paragraphs and conclusion	1. I wrote "Should we pursue higher education?" on the whiteboard. Then I asked students to plan while reminding them the generic structure of the Exposition genre. To start I asked them to write the introduction paragraph. The introduction should consist of general information about the issue (why pursuing higher education), statement of thesis and two reasons supporting the thesis.

		3. Students wrote conclusion	However, students have no idea how to write. Then I asked my student to re-read the text model to see how its introduction paragraph is composed.
			As I saw the students writing long sentences prior the thesis statement, I gave them an advice that it is enough for them two write two-three sentences prior to the thesis statement. The paragraph should be precise informing the reader about the thesis statement. During the drafting, I saw my students' work very closely, I give them advise when I found their sentences did not make any sense. In this stage I saw they were busy to access the google translate to find the correct words or expression. I think that is quite normal for EFL students when dealing with English vocabulary. Further, I found some of them wrote in Bahasa Indonesia rather than in English, then I asked to one of them, "why did you write your paragraph in Bahasa rather than in English?"
			She replied, "I wrote the whole paragraph in Bahasa, then I put the whole paragraph into the google translate for me to get the paragraph translated into English easily"
			Then I was a bit shocked with the answer, but I keep calm "Yes, I agree with you. But you learn to write English text, don't you?"

			The student replied, "I knew mum, but I got difficulties when I have to write my idea in English, so that I decide to express my idea in Bahasa first then let "the google translate" translate it into English" I lost my word and said "Oh, okay, in this stage you can do that" 2. After successfully writing the introduction paragraph. I asked my student to stop writing. The class has 10 minutes left. 3. In response to the use of google translate or any translation software, I welcome them to use them in this stage. However, I need to inform my students that in the special case like ILETS or TOEFL tests, one cannot do that. I said, "that in this stage you might use any device such as translation software, but in same cases when you are attend the IELTS test, you are not allowed to do that"
6	Individual construction	2. Students work on their task individually	1. In this stage I let students develop their writing. I give the whole time of one meeting for students to develop their Exposition text.

Appendix 4: Interview protocol

Interview protocol: How process-genre approach (PGA) can be implemented in EFL learners with different learning experience?

Research questions	Themes to explore	Observation /documentation	Interview questions
1. Why is PGA needed in EFL writing classes?	Process in SFL approach Benefits of PGA	Student enthusiasm Students' verbal response to the phase	In general, what do you feel about the learning process in this writing class? What did you get from this writing class?
2. What issues did appear in the teaching and learning process using PGA teaching cycle?	Students' experience with PGA Students' voice regarding PGA	Boredom Disorientation Students' negative responses (verbal and non-verbal) during the phase/activity	What do you like most with the way I regulate class? What do you like least? I saw you ..... when I ... ? why
3. How does the PGA teaching work with EFL students with	The most influential phase Building context?	Students' progress in their task	Did you find your writing skill improve?

different learning experience?	Modelling? Joint Construction? Additional sub-phase		Did you find the modelling phase useful? Did you find planning, drafting, revising useful? In what way my feedback is useful? Are you going to use the teaching approach if you were a teacher? Why/why not?

Appendix 5:
Students' responses toward interview questions

A at 09:20:

Kelebihannya sih yang pasti lebih cepat dalam mengerjakan , cuman blm bisa menjiwai proses writingnya. Untuk yang kemarin, dlm proses

writing memang cukup memakan waktu tapi saya lumayan puas dengan hasilnya walaupun blm selesai.

B at 09:21:

Saya terpacu banget ke hp, karena mungkin sudah terbiasanya seperti itu.

Tapi waktu minggu kemaren memang agak sulit soalnya biasanya di hp, tapi saya lebih faham yang seperti ini karna banyak kata" atau verb"

yang bisa saya catat satu persatu, sekaligus nambah wawasan.

Yang kemarin-kemarin waktu saya terpacu ke hp saya slalu oh udah gini bahasa inggrisnya yaudah tinggal nyalin aja atau tinggal nulis aja, tanpa

tau ini kok bisa gini gimana, oh ini tenses nya begini, Dll.

C at 09:21

Minggu 2

Kelebihan : bisa lebih cepat dalam mentranslate karena bisa mengakses apk translate.

Kelemahan : kurang bisa faham dengan kosa kata yang di gunakan, karena hanya terpacu dengan apa yang ada di apk translate tersebut.

Minggu lalu

Kelebihan : lebih bisa faham kosa kata yang di gunakan, karena ketika bertanya ke ibu sekaligus di jelaskan.

Kelemahan : karena memang kurang punya banyak kosa kata, jadi membutuhkan waktu yang lama. Dan juga sedikit bingung.

D at 09:25

Minggu 2

Kekurangan : saya jadinya lebih mengendalikan translate dan kurang berusaha

Keunggulan : ya sudah tidak pusing-pusing menentukan posisi grammar dan kalau tidak tay kosa katanya tinggal translate hehe

Minggu lalu

Kekurangan : lebih agak susah soalnya saya juga belum mempunyai cukup vocab

Keunggulan : saya mendapat tambahan kosa kata mengerti sedikit grammar yang harus saya gunakan saat menulis saat kemarin

E: 09:15

1. Belum dari sumber lain, baca yang kemarin saja sekilas

Interview 2. Apa yang membuat kalian enggan untuk membaca atau mencari tau tentang corporal punishment ?

Asmaul Khusna

B at 09:15:

Sudah tapi cuma 1/2

A at 19:17

Tidak ada, justru yang kemaren membuat saya jadi penasaran saya baru tahu klau diluaran corporal panishment diluar" masih ada dan banyak negara yang masih melakukannya, padahal sudah dilarang.

E at 09:18:

Maybe, terlalu monoton untuk saya

B 09:19

Niat untuk mencari dan membaca nya kurang mom🙏

C at 09:20

belum sempat membaca dari sumber sumber lain🙏
Yang link kemarin sudah mom

D at 09:21

Ga tau mom, tiba2 muncul aja rasa males nya😋

E at 09:20

Karena saya kurang senang dengan membaca mom, lebih suka mendengarkaN

Question 3. Saat kalian diminta untuk membaca di saat mata kuliah writing ini, apa kalian pikirkan?

A at 09:22

Waktu pertama kali saya belum kepikiran mom soalnya saya waktu ditempat kerja, jadi sepulang kerja saya baru cari" dri sumber" lain

B at 09: 23

Sebenarnya saya suka sekali membaca mom, kalo lagi santai juga suka baca novel. Tapi ga tau kenapa kalo baca pelajaran pasti ada rasa males nya😊. Kalo di writing di suruh baca suka tapi ya itu tadi sering kali kalah sama rasa males nya🙏

Pernah mom

C at 09:23

Mom saya jujur, MK writing kenapa harus membaca, saya malas untuk membaca mom🙏🙏🙏

D at 09:24

Takut menerjamahkan mom, karena takut tidak tau artinya dan lupa artinya jadu grogi😄

Question 4. Background Pendidikan waktu SMU? Jurusannya apa? Mengapa ingin masuk ke prodi Pendidikan bahasa inggris dan menjadi guru bahasa inggris?

D at 09:30

SMAN, jurusan bahasa, but i don't know kenapa dimasukkan kejurusan bahasa waktu sma, padahal skill saya di ips 😂 masuk ke prodi pbi karena bingung, jurusan yang saya mau tidak ada di Jombang 😃 saya menjadi guru untuk anak saya saja nanti, karena ingin berbisnis Mom and now i have job in my house

A at 09:30

MA jurusan IPS, karena saya ingin belajar Bahasa Inggris dan banyak orang disekitar saya yang buat saya jadi termotivasi ingin menjadi guru bahasa inggris yang siapa tau saya bisa mengajar sampai diluar negeri hehe😄

C at 09:30

Background dari MAN jurusan IPA. Karena dari MIN sudah suka bahasa Inggris daripada mapel yang lain

D at 09:30

Sekolahnya dulu MA Aliyah, jurusan IPA. Ingin masuk prodi ini karena sejak awal suka dan tertarik sekali dg bahasa Inggris.

E at 09:31

MAN bu, jurusan IPS

Appendix 6: Example of students' works 1

A's work 1

In human life, education is one of the most important things. A person can find his own identity through education. And not only that education is also powerful weapon to change the world. But even so, there are still some people who think that education is enough to go to Senior High school, and they also still think that going to university is not important. I disagree with their thinking, because i think that going to university is also important. If we continue to university, we will chang our lives for the better future. And another reason is higher education will be successful whether in work, or others.

Firstly. If we continue to University we will change our lives for the better future. Because, continuing to university is not only aimed at increasing the level of education obtained, but also to improving skills and knowledge so that they develop even better future.

Secondly, Higher education will be successful whether in work, or others. Because by continuing to university we can learn many things. For example. If our major is English Education we will not always be teacher, we can become tour guides. Because we have the skills to speak English well.

In conclusion. I agree with education in university. I believe that continuing to university can change a person's life to much better. And with this will open people's minds that the importance of continuing to University what the benefits. If we don't introduce it to the community then who else.

B's work 2,;

Education is very important to our future. Many people believe that continue to higher education is useless. I disagree with statement that higher education is useless. Why we need a higher education? Because with higher education we get many knowledge and we can get job easier.

Firstly, knowledge is very important for life. Knowledge not enough if we get only on primary school, junior high school and senior high school. But, in higher education we will also get more knowledge. With more knowledge we can help other people also various knowledge with them, and we can easily determiner our destination.

Secondly, as we know now, job hunting is hard. With high school education it's not easy to help us find jobs. To get a job the easy way and not hard to do it, higher education needed. Because the quality of higher education is not only as high school education. We can also work by using our thought, such as opening private class.

In conclusion, I disagree with people who believe that higher education is useless. I believe that higher education very important for our future and our life. Everything will be easily with higher education.

C's work 1

Firstly, education in university can open your mind about anything. Because in university we are trained to embrace differences and became tolerance to ward the thoughts that are not the same as ours. We must see or appraise anything not only from one prespective, because in university we will meet with a lot of people with a different ideas

Secondly, education in university can help someone to shaping personality. Shaping personality is a process that honours one's qualities - good qualities in another and reduces qualities - bad traits, if our personality is bad, we must change the personality. Because when we out from education in university we will confronting the world bigger and more assertive with a wide variety of rules.

Thirdly, competence is the ability to do something well or effectively. In university competency developed with the help of professors, competence development in university to help rule out the industrial revolution 4.0. in university we are helped to develop competence from the very basics to the very highest and of course in many ways.
until we are actually able to face the world in the industrial revolution 4.0.

In conclusion, I agree with education in university. I believe education in university can open mind and can help to shaping personality and developing competence.

D's work 1

Education in the era now indispensable. Because with education, our thoughts are wide. But, in the Indonesia, university is still considered unimportant. Many societies think that going to university only spend time and money. But in my opinion university is very important. Because with going to university we can work easily. And make thoughts our become more wide think and advanced.

firstly, through diligent study in university, we can work easily. Because we already have the knowledge and experience that comes with learning. In this era now, many companies are looking for graduate students to work. Therefore, it is vital to support student skill and knowledge in order to complete in the work world. with parental support and study in the university learning that will be the student's guide.

Secondly, studying at university make thoughts our become more wide think and advanced. By studying the university we will earn a lesson and make our thinking more advanced, broader and competitive. And we can participate in society after graduation and speak publicly with all the knowledge we've got. We too can become social leaders and benefit others.

In conclusion, I agree that after high school, students continue to study to university in order to gain greater and better knowledge. By going to campus, students are better equipped to enter the work world and society.
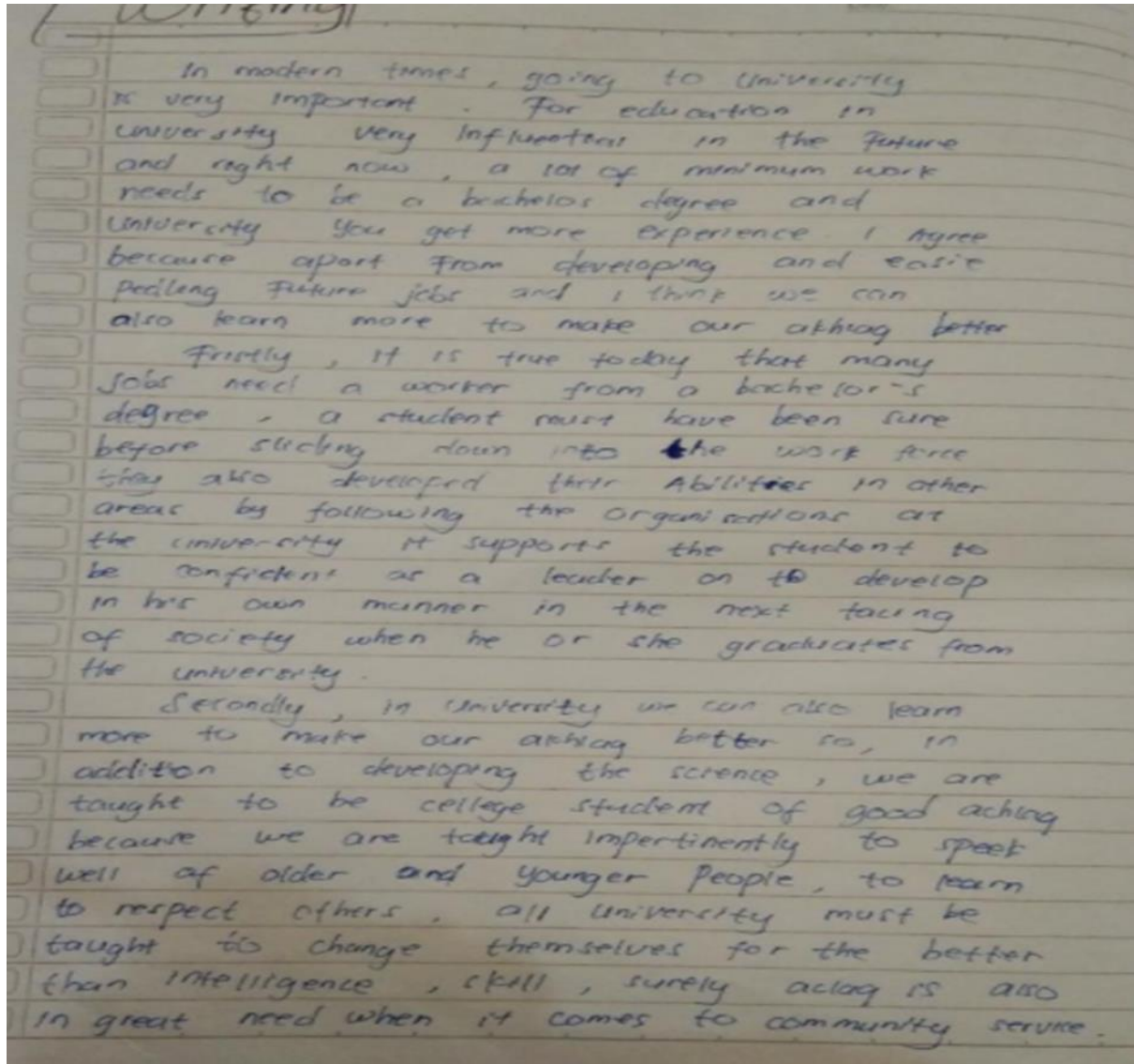
E's work 1

In this era, people need to educate themselves through informal or formal instutation. Every person must to know and learn the development of knowledge. However, some people think that is enough for them just get High Senior school. But, I disagree with say. In my opinion, university is so important. Because, we can make it easir to find a job and make life more independent and confident.

Firstly, why do I say that higher education makes us easir to find a job? In fact, in our contntry some of the promising jobs are based on the background of worker. The higher level of education the better we get a job.

Secondly, higher education is able to change a person's Personality to be more confident, in his choice At the same time being independent. Because, when someone dares to make the choice to add to a higher education, period, the risk he takes will also be higher. As well as doing countless tasks more and more challenging than ever.

The conclusion is when there is something that can be taken advantage and goodness, especially in the future, it would be nice for us to take it and implement it. Because the opportunity didn't come twice.

F's work 1

Writing

In modern times, going to university is very important. For education in university very influental in the future and right now, a lot of minimum work needs to be a bachelor degree and university you get more experience. I Agree because apart from developing and easie peeling future jobs and i think we can also learn more to make our athiag better

Firstly, It is true today that many Jobs need a worker from a bachelor's degree. a student must have been sure before sliding down into the work force they also developed their Abilities in other areas by following the organisations at the university it supports the student to be confident as a leader on to develop in his own manner in the next facing of society when he or she graduates from the university.

Secondly, In university we can also learn more to make our athiag better so, in addition to developing the science, we are taught to be cellege student of good athiag because we are teught impertinently to speek well of older and younger People, to learn to respect others. all university must be taught to change themselves for the better than intelligence, skill, surely aclag is also In great need when it comes to community service.

**Appendix 7: Text model
from "Achieve IELTS: Academic writing success" Julie Hall**

Complete Sample Answer:

In recent years, computer technology has **advanced** significantly. Now we can communicate with people who speak different languages with the use of computer translation software. Despite the development of these useful resources, I **disagree** that children should not learn foreign languages, because learning another language can not only **help** an individual better understand their own language, but also communicate on both personal and cultural levels.

Firstly, learning a foreign language is often a helpful way to get a better insight into one's own language. For example, from personal experience, I **found** that learning Italian was useful in the acquisition of more vocabulary in my native language: Spanish. While computers can help translate Spanish into Italian, if I had exclusively used computers to **translate** for me, I would not have gained further knowledge of my own and other languages, like English and German, which also **share** some similar word formations. In this way, learning foreign languages has many advantages beyond just communication.

Secondly, computerised translation software can help people translate foreign text or even **converse** with a person who speaks a different language, but computers cannot

communicate on a personal or cultural level. For example, one of my closest friends **speaks** Italian as a first language. We could **consult** our computers to have a conversation, but our conversations are richer and more interesting when we attempt to communicate by actually speaking to each other. Also, we are able to share the different aspects of our cultures and home countries, the taste of our native dishes and the expressions unique to our local dialects, all things which our computers cannot **do**.

In conclusion, I disagree with people who believe that computer translation is sufficient for communication between people who speak different languages. I believe children should be taught foreign languages to broaden their knowledge and to help them communicate with people of other cultures.