



PORTRAYING HOW GENRE-BASED APPROACH WAS EMPLOYED BY EFL TEACHER UNDER KURIKULUM MERDEKA

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Abstract.

Merdeka Curriculum is a newly implemented curriculum in Indonesia, making it an important topic for discussion, particularly regarding the teaching approaches. However, there is limited research related to this matter. Therefore, this study aims to investigate the teaching approaches employed under Merdeka Curriculum. This qualitative research adopts a study design and involves observation. The data are gathered from an English teacher in one of the junior high schools that has implemented Merdeka Curriculum. The findings indicate that the teacher implemented the Genre-based Approach in the EFL classroom, which is recognized by Merdeka Curriculum. However, it was found that one crucial stage known as the Joint Construction of the Text (JCoT) was missing in the implementation, and the teacher did not provide feedback to students. Therefore, it is important for teachers to incorporate various pedagogical strategies. These include visualization techniques, instructional house training, collaborative lesson study, and evidence-based professional development approaches like attending genre-based teaching workshops or seminars. By integrating these measures into their teaching repertoire, teachers can optimize their instructional practices and create a more motivating learning environment for students.

Keywords: Genre-Based Approach, Merdeka Curriculum

INTRODUCTION

Kurikulum Merdeka is essential to develop educational teaching approaches in Indonesia. The teachings are project-based that aim to develop soft skills and focus more on the development of a student's character which is called Pelajar Pancasila (Kemendikbud, 2021; Ayundasari, 2022). Furthermore, this curriculum creates inclusive learning reflected through application of the pancasila student profile and project-based learning (Kemendikbud, 2022). Moreover, the principle of Kurikulum Merdeka is to create a happy atmosphere of learning without the pressure to be reached student achievement (Marisa, 2021). It only needs to focus on students' abilities to create interactive learning that makes students more active in class (Rahayu et al., 2022). In addition, the existence of Kurikulum Merdeka helps teachers focus more on presenting, strengthening, and evaluating their learning material so that they have many opportunities to discuss and teach students more collaboratively (Rahayu et al., 2022). Also, it provides a full opportunity for the teacher to develop his creative ideas in teaching so that students have an opportunity to expand because the teacher has the capacity to determine teaching tools that are adapted to the needs and interests of students' learning (Inayati, 2022; Mantra et al., 2022). Therefore, in enhancing the quality of education, Kurikulum Merdeka is the alternative needed to inflate an approach to teaching education in Indonesia. However, Kurikulum Merdeka is a new curriculum that raises many issues among parties. In the implementation, teachers still do not completely understand the Kurikulum Merdeka, for instance, some teachers still dominate using teacher-centered methods, confusion in the making of the teaching module, and teachers still do not fully understand how to apply the assessment of each student (Susilowati, 2022). Furthermore, teachers are required to have proficiency in arranging materials in a pleasant environment and utilizing technology as a source of study (Rahayu et al., 2022). Moreover, school facilities in Indonesia remain uneven, so only schools in big cities are able to keep up with changes in the curriculum (Mawati et al., 2023). Also, Kurikulum Merdeka requires using the Internet to access Merdeka Belajar platforms, but these are obstacles to schools in areas where access to the Internet is difficult (Sunarni & Karyono, 2022). Likewise, teachers who are required to be able to follow the developments, modernization, and others experience problems where teachers struggle to adjust to the various characters of the students they face, so that they have an impact on teaching carriers which tend to be left or equal to the previous methods (Arviansyah & Shagena, 2022). In addition, a problem is an approach for several students to experience obstacles because teachers still need time to adjust their learning circuit (Anggraini et al., 2022). Besides, Kurikulum Merdeka is classified as a curriculum that is still new resulting in the lack of personal experience of the teacher in the teaching approach of the classroom (Suryani et al., 2023). What's more, the teacher's strategy that is only glued to one or two methods makes students saturated and quickly feel bored so the teacher is required to understand all the approaches to avoid these things (Weda et al., 2022). Therefore, there are many issues in various parties regarding Kurikulum Merdeka.

In recent times, a lot of studies regarding Kurikulum Merdeka have been carried out. Several studies focused on the implementation of Kurikulum Merdeka were carried out by Hasim (2020), Fuadi & Irdalisa (2021), Inayati (2022), Sartini & Mulyono (2022), Rahayu et al., (2022), Restu et al., (2022), Rizki & Fahkrunisa (2022), Fitriyah & Wardani (2022), Jusuf & Sobari (2022) the next revealed that the implementation at several elementary schools, sekolah penggerak, vocational school, and the university went well. Furthermore, the results of the study have been stated by Evy Ramadina (2021) and Arumsari & Koesdyantho (2021), the role of the principal has a strategic role in the process of progressing a Kurikulum Merdeka

to advance the learning process centered on students and gives independence to work for educators and education personnel. Besides, some researchers Halitopo (2020) and Rahayu et al., (2022) conducted studies about the implementation of Kurikulum Merdeka in English textbooks and the readiness of teacher professionalism provided to teachers of public and private English teaching vocational high schools. In addition, the research from Sartini & Mulyono (2022) and Manalu et al., (2022) stated that the challenge in implementing the curriculum is also influenced by technological advances and human resources that understand this curriculum in detail and in-depth, unifying support is needed both in terms of human resources, education, and technology is adequate. Additionally, numerous researchers showed teacher perception toward the Implementation of Kurikulum Merdeka (Indrawarmi, 2022; Gusmawan & Herman 2023; Sunarni & Karyono 2023). They point out that teachers react favorably to Kurikulum Merdeka, still in its implementation, teachers argue that there are things that need to be improved including the teacher's lack of understanding of the curriculum and the difficulty of accessing the internet in remote areas. Consequently, there has been a tremendous amount of research about Kurikulum Merdeka in miscellaneous aspects.

However, research that discusses the Kurikulum Merdeka activities in the classroom is still unexplored and limited, especially in English teaching. From the statement above, it is evident that the implementation of Kurikulum Merdeka activities has yet to be explored for teaching approaches, so this focus is still needed. Conclusively, this research aims to investigate the teaching approaches used under Kurikulum Merdeka in EFL classrooms at the junior high school level.

LITERATURE REVIEW

Kurikulum Merdeka is a curriculum with various intracurricular learning that includes optimal content. It is intended that students have enough time to explore the concept and strengthen their competence (Kemendikbud, 2020). The teacher has the flexibility to choose various teaching devices so that learning can be adjusted to the needs of learning and student interest (Kemendikbud, 2021). This curriculum does not restrict the concept of academic learning that only occurs in schools (Manalu et al., 2022). Kurikulum Merdeka is a preferred curriculum continuing the previous curriculum development (Kurikulum 2013) and beginning to be implemented in the education unit by 2022/2023 academic year (Andari, 2022; Ariga, 2022). It was constantly revised to reflect advancements in science, information, technology, and societal demands (Juhaela et al., 2021). In addition, the presence of a pandemic that encourages drastic changes to learning activities demands the government to issue new policies to continue to implement education in every situation (Rahmadayanti & Hartoyo, 2022).

Kurikulum Merdeka is also called Merdeka Belajar which has the goal of creating a pleasant learning atmosphere (Pertiwi et al., 2022). Merdeka Belajar is the educational process that builds a pleasant learning environment for all, whether for teachers, students, or parents (Saleh, 2020). The policy of the "Merdeka Belajar" program was launched to realize the quality of human resources, especially in the revolutionary 5.0 that requires educators to adapt quickly and mature to the digitization of the system (Hasanah et al., 2022). The policy of the "Merdeka Belajar" program includes four main policies: comprehensive USBN assessment, UN replaced with an assessment of minimum competence and the character surveys of students, lesson plan shortened, and more flexible PPDB zoning (Marisa, 2021; Sherly, 2021). The implementation of the Kurikulum Merdeka offered is adapted to the

readiness of teachers and school-education personnel (Arifa, 2022). It is implemented independently with three alternative options, among which are Mandiri Belajar, Mandiri Berubah, and Mandiri Berbagi (Andari, 2022). First, in Mandiri Belajar, educational units are given the freedom to implement some sections and principles, but they do not change the curriculum that was implemented previously. Second, in Mandiri Berubah, this option allows education units to implement Kurikulum Merdeka and use the teaching tools provided. The last, in Mandiri Berbagi, allows educational units to use Kurikulum Merdeka by developing their teaching tools (Panginan & Susianti, 2022; Rizki & Fahkrunisa, 2022). Furthermore, Kurikulum Merdeka also has "Merdeka Mengajar" which is a platform that helps teachers find inspiration, references, literacy, and understanding in the implementation of Kurikulum Merdeka. It has three functions such as teaching Kurikulum Merdeka more effectively, learning new concepts, and working to create a product (Priantini, 2022). Moreover, in the Kurikulum Merdeka, students are required to create a project where students can improve their skills and personal potential through various areas. The project activities on the Kurikulum Merdeka include a P5 (Proyek Penguatan Profil Pelajar Pancasila) activity that is a project to strengthen the Pancasila student profile (Saraswati et al., 2022). P5 in the Kurikulum Merdeka is applied to create learners' characters based on Pancasila values and there are six indicators of Pancasila student profiles involving noble, independent, critical, creative, cooperative, and kebhinekaan global (Rusnaini & Raharjo, 2021; Inayati, 2022). Wherefore, in the teaching process, a teacher must be able to deliver the lesson materials by relating to the development of the students' characters (Marisa, 2021).

METHODOLOGY

This study was conducted using qualitative research that only focus on specific phenomenon (Cresswell, 2013), employing a case study design that involved instrument classroom observation included in one of the characteristics of a case study described in real-life circumstances, and specific cases, and entails in-depth data collecting (Halinen & Törnroos, 2003; Denzin & Lincoln, 2004; Crowe et al, 2011; Yin, 2014). The data were collected from an English teacher in one of the public junior high schools who had already applied in Kurikulum Merdeka.

The data of this qualitative study were analyzed using the stages of inductive analysis consisting of; recording, transcribing, categorizing, and interpreting. First, researchers need to record the physical and contextual backdrop of observations, the chronology of the events seen, and any important events that happened. Second, the data reduction process by detailing the establishment of summary themes or categories from raw data to create meaning in complex data. Last, systematically categorizing data to make sense of it. Last, the researcher interprets the data to understand the social situation (Moyle, 2002; Thomas, 2006; Miles & Huberman, 1994, as in Barrett, 2007).

FINDINGS

This part tells the findings of the research. In Kurikulum Merdeka there are numerous recommended teaching approaches to the EFL classrooms, particularly one of which is the Genre-based approach (GBA). Therefore, in line with Nugroho & Narawaty (2022) for English lessons it is suggested to use this teaching approach, which are included: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT).

Building Knowledge of the Field (BKoF)

In the Building knowledge of the text (BKOF), the teacher applied several activities. First, before the core study, the teacher had ice breaking first to make students more excited about learning. She showed motivational videos to be watched together. She said "Sebelum mulai belajar, ibu kasih sebuah video motivasi yah. I will share to the group. Ibu share ke dalam grup, kalau kalian yang tidak membawa handsfree, you can see here (menunjuk ke layar proyektor) and then listen to the speaker" // "I will show you the motivational video first. I will share to the group, if you guys aren't carrying handsfree, you can see here (pointing to the screen projector), and then listen to the speaker."



Figure 1. The teacher and students watch motivational videos.

Second, the teacher told students to analyze what they can learn from the video that was able to encourage students to think deeply. She summarized the commission from the video together, and urged students to apply it in their daily lives. She said "I hope after this ibu harap setelah kalian pulang dari sini you can try to help other people, coba untuk menolong orang lain, meskipun misalkan hanya menyeberangkan seorang nenek-nenek yang mau menyebrang jalan, meskipun kalian hanya menyapa your teacher in street kalian menyapa guru kalian di jalan gitu, it's small thing that you can do yah, itu hal kecil yang bisa kalian lakukan." // "I hope that after you leave here you can try to help other people, even if you just cross the street an old lady, even if you just say hello to your teacher on the street, that's a small thing you can do."



Figure 2. Teachers and students reflect the motivational video together

Third, the teacher asked the students what they had learned at the last meeting. It aroused students' interest in learning that was taking place in the classroom. After that, she explained the advantages of learning recount text, she said "You can retell the past events, kalian bisa menceritakan kembali kejadian di waktu lampau", which encouraged students to concentrate on their studies.



Figure 3. The teacher recalled the previous knowledge from the last meeting.

Fourth, to give a deeper understanding of material, the teacher will present a video that contains the definitions, purpose, and social functions of the recount text.



Figure 4. The teacher instructed to watch the video on today's material

Fifth, the teacher said "Please, take a note! Silahkan kalian ambil hal-hal yang bisa kalian rangkum dari video pembelajaran yang akan ibu share."// "Please, take a note! Please pick up things that you can sequence from a learning video that I'll share.". This summarizing activity will help students understand the material.



Figure 5. The teacher instructed students to note important things from the video.

Sixth, the teacher told students about classroom agreement and the learning objectives before showing the video of recount text. Thus, with the classroom agreement, students would adhere to the rules that applied in the classroom. She asked students to focus on learning, listen to the discussion, to be active, creative, and cooperate with their friends. Besides, for learning objectives, she said "Tujuan pembelajaran kita hari ini, kalian harus bisa mengidentifikasi struktur teks, mengidentifikasi fungsi sosial dan generic structure dari sebuah teks recount yah." // "The purpose of our study today, you should be able to identify text structures, identify social functions and generic structure of a recount text". It aims to direct students' focus on what they really need to learn.



Figure 6. The teacher shares today's learning objectives.

In conclusion, the teacher implemented a range of activities in the BKOF stage to enhance student engagement and learning. By using ice-breaking activities with motivational videos, students were excited and encouraged to apply the lessons in their daily lives. Additionally, regular discussions about previous learning experiences heightened their interest and motivation. Moreover, explaining the benefits of learning recount text motivated students to concentrate on their studies. Furthermore, utilizing multimedia resources deepened their understanding and instructing students to take notes during the video not only promoted active learning but also aided in comprehension. Moreover, the introduction of classroom agreements and learning objectives created a structured environment. Ultimately, the teacher successfully engaged students, stimulated critical thinking, utilized multimedia resources, and provided clear guidance in this stage.

3.1.2 Modeling of the Text (MoT)

In the Modelling stage of the text, there are several stages that teachers apply:

First she explained her explanation about the recount text using videos. She explained the understanding, goals, types and linguistic elements contained in texts. Then the teacher gave an example of a text that is different to the students after previously divided into several groups. Each group has a different text and each group starts analyzing the text that is given by the teacher.



Figure 7. In the photo, Teacher give the video explanation.

The material studied at this meeting is a detailed and clear linguistic recount, the teacher explains definition, goals, types, and linguistic structures. The teacher said "What is the purpose of the text recount? " is an easier word so that students think what exactly is the purpose of the text. After that students are explained about their types, such as "There are personal recount, factual recounts, biography recount, imaginative recount" so that students understand various kinds of recount texts in order to distinguish where they read or write. Next the teacher says "what personal recount? " Then there are students who answer "telling personal experiences" continued by teachers "just like? " Students answer "falling off the bike", meaning the teacher ensures that students understand what she was saying.



Figure 8. In this picture, the teacher gives the explanation or recalls the explanation from the video to the students.

Next, in the picture (figure 8) it was seen that the teacher was explaining the structure of the text text. The teacher said "when making a text text is there anything you should pay attention to? " Students answer "three things" continued, "what are they?" Students answer

"orientation, the event, reorientation" then the teacher explains the purpose of why there should be an orientation, why there should be an event and so that students understand this. As the teacher explains that orientation for introduction, the event for the main incident and reorientation to cover can contain messages, impressions or so on. Then the teacher explains that in the manufacture of the text recount, it must be made neatly arranged from the introduction to the cover neatly and should not be random, because when it explains something must be called opening, content and closing.



Figure 9. The teacher separated students to the several groups and gives the different text to each group.

After an explanation from the beginning until the end was completed, the teacher divided the students into several groups. She divided the group after having previously qualified according to the skills of their respective students. Each group was given a different text and provided at random but on target. Each group was assigned to analyze the text given by the teacher. The text analyzer is carried out by students together then will be in a presentation by representatives of each group. Not all students do understand thoroughly from the text concept they analyze so that in images (figure 9) can be seen that the teacher gives directions to the student who still does not understand the text.

The teacher divided the class into eight groups by students' skills such as auditory (group 1 until 4), visual (group 5 and 6), and kinesthetic (group 7 and 8). The teacher guided the instruction to the students with different worksheets depending on the students skills for working in groups but fulfilling worksheets individually.

The teacher engaged in a discussion about the text's purpose and its overall structure and the teacher provided a clear explanation about what the students would do in this stage. She said: "What should you do? Kalian harus mengidentifikasi teks, tabel pertama itu adalah purpose, purpose itu apa? Tujuan ya, generic structure".

The teacher assigned a specific topic to the students. She said: "Okay untuk grup pertama judulnya my birthday party, terus untuk kelompok 2, teks nya tentang going camping,, Okay next kelompok 3, you are about going to Kebu beach,, Next untuk kelompok 4 we visited the Borobudur temple".

The teacher conducts activities such as posing questions to the student related to the topic. She said: "Gimana? Do you have a question? Ada kesulitan ga? Ok, this one, the purpose. Tujuannya apa? To apa? To inform, ini mah kalian yang termasuk orientasi, kok ini kalimat awal sampai mana termasuk orientation. Kalau menyebutkan siapa, kapan, dan dimana, kejadiannya apa...".

The teacher remains active in the classroom, constantly moving around instead of

sitting in her chair, in order to provide assistance to students who encounter difficulties.



Figure 10. Illustration of giving explanation to each group



Figure 11. Illustrate the explanation to the students that barely understood.

Independent Construction of the Text (ICoT)

ICoT represents the concluding phase where students are anticipated to generate their own texts autonomously. In the ICoT stage, the teacher utilized a range of activities, which encompassed. The teacher's role involved allowing the students to independently complete the task. After the MoT, the students are immediately assigned independent tasks. The teacher requests that each student independently compose a passage on the topic of recount text in home. The scheme for independent tasks involves giving the student online assignments. Moreover, the students are instructed to submit their work. As a result, there is no process where the teacher provides corrections. This means that the students submit their assignments directly and they are assessed.

Figure 12. The teacher gave instructions about independent tasks.



The illustration above demonstrates the teacher's explanation about what students should do to create the text independently.

The teacher commands create a memorable experience moment for students individually. She said: "Right, euu... You have make your own euuu... karangan kalian kan sudah membuat karangan tentang memorable moment. Pengalaman yang paling menyenangkan dalam bentuk infografis yah... boleh dibuat dalam bentuk apapun, tapi yang digital ya, tidak bentuk tulisan tangan. And then, you have to share it in your social media. Kalian hanya tinggal mengirimkan linknya saja kepada Ibu ya". // "You have to make your own recount text about a memorable moment. Submitted in digital form and you have to share it in your social media. Send the link to me please".//

As has been demonstrated in these findings, the results of the data show that there are three stages, namely building knowledge of the field (BKoF) with this activities stage, the teacher began the session with an ice-breaking activity. Then, a video was shown, focusing on analyzing the learning outcomes of the content. After that, the teacher asked the students about their previous meeting to assess their understanding. To help the students grasp the topic better, the teacher presented a video explaining the language features of recount text. Before showing the video, the students were instructed to summarize the main points and review the classroom agreement and learning objectives. Moreover, Modeling of the Text (MoT) in this way the teacher explained about recount text comprehensively with language features such as definition, purpose, and structure using video. After that, the teacher divided the students into groups based on their skills (auditory, visual, and kinesthetic). Furthermore, the teacher assigned the specific topic actively and the student had a chance to pose a question to engage in discussion, and Independent Construction of the Text (ICoT), the teacher The teacher's role was to let the students work on their own tasks independently. After the MoT (Model of Teaching), the students were immediately given independent assignments. Each student was asked to independently write a recount text about a memorable moment at home. In this process, there was no correction provided by the teacher. Instead, the students submitted their assignments directly, and their work was assessed. It can be concluded from the expression above that there is one stage that does not exist or one missing stage called Joint Construction of the Text (JCoT), (For the explanation is presented in the discussion).

DISCUSSION

This part relates to discussions of the findings which consists of the explanation of findings related to the theories and also previous study.

Building Knowledge of the Field (BKoF)

From the findings above, the teacher implements ice breaking with motivational video, reflection and application, review and discussion about the last meeting, note-taking and summarizing instructions. It means that there are some stages skipped by her in this stage. The emphasis in BKoF should be on vocabulary and grammar comprehension; one example of an activity is having students read aloud, and while reading, students are urged to find unknown words or phrases that will be valuable for their writing later (Ningsih & Gunawan, 2019). In this stage, students are encouraged to expand and improve their vocabulary related to the topic or text type (Hammond, 1992 as cited in Rangga, 2019).

Besides, building cultural context is also important in the bkof. Text examples used as learning resources must consider students' cultural backgrounds to ensure that students always know how to use them in the appropriate context (Sundari et al., 2017). Setting context is vital to build with students as they consider the specific "context of situation" within other alternative contexts, because the concept of developing the field at all stages is critical as students expand their knowledge of the specific texts (Oliveira & Lan, 2014).

Moreover, BKoF featured activities such as creating a cultural background, exchanging experiences, discussing vocabulary and grammatical patterns, and so on (Fanani, 2018). It is contrasted with this research because the teacher skipped these activities. Furthermore, in BKoF the teacher has some roles (Jarret & Light, 2008), but she does not really fulfill these roles. As can be seen, the instructor has numerous roles in applied genre-based approaches. When discussing the terms employed in a specific sort of writing, the teacher role as an expert (Jarrett & Light, 2008). The teacher also serves as a source of information on the topics covered in continuous learning. The teacher also functions as a director (Jarrett & Light, 2008) in conversations, which can inspire students to think critically and interpret the text critically, and when pupils read the text, the teacher works as a facilitator.

Modeling of the Text (MoT)

From the data we can see that MoT has been applied with several activities in the class, however, there are several stages that are lacking in its implementation. The teacher should have first provided them with some text examples. Students carefully examine recount texts to ensure that they are aware of the aspects present. To better comprehend the text, readers should connect what they have read to their daily lives (Sari, 2019).

The definition, aim, and linguistic components of the recount text have been adequately explained, but the teacher should provide a text model during delivery to help the students comprehend it. Students will specifically comprehend the text feature they study thanks to the abundance of examples (Nordin & Mohammad, 2017).

The purpose of featuring videos should be about the real examples of text, not about the explanation of the text (Dirgeyasa, 2016). The teaching of vocabulary to kids is crucial at the modeling stage since it enables them to describe what they have read and even create their own essays (Hyland, 2003).

Additionally, grouping students is the ideal strategy for helping them comprehend the information that teachers are trying to deliver. Students who are studying with the text analyzed that the teacher has provided have been properly implemented, even though in practice the teacher still has a central position (Cope and Kalantzis, 1993).

More than that, students are given real text so they can understand in detail and can imitate the flow of the recount text because they must keep track of each unique model of a particular type of text and save it, students serve as good copyists during the text modeling

phase (Nahid et al., 2018).

Joint Construction of the Text (JCoT)

Joint Construction of the text (JCoT) is a pivotal bridge before the subsequent stage in Independent Construction of the Text (ICoT). However, the teacher skipped this stage. This phase is paramount importance for a multitude of reasons:

First, to get students involved in the writing process, teachers use collaborative learning. This method allows the teacher to supervise the writing process. Additionally, students become more accountable for their own learning since they have more influence over the learning environment. Individual, small-group, or class-wide writing projects that are constructed collaboratively by students and teachers (Farahian et al., 2021; Setyaningsih & Larassati, 2021; Surayya & Asrobi, 2020). The teacher should instruct and mentor pupils as they begin their first piece of writing at this point. This stage is crucial because it will prepare children to write their own works by getting them writing with their friends and sharing it with professors. With the use of the teachers' scaffolding, students can better comprehend their work by coming up with ideas, thoughts, and questions linked to it (Arlinayanti and Sariyani, 2022).

Second, peer and teacher feedback play a vital role in facilitating students' engagement in writing within the context of Joint Construction of the Text (JCoT) mentioned by Sanjaya (2008) in Yasin, A., & Rozimela, Y. (2013), emphasizing that JCoT functions to activate the learning process, stimulate broader and deeper understanding, increase academic achievement, cultivate students' attention, refresh existing background knowledge, and promote active participation. It is also strengthened by Emilia (2012), that Emilia (2012) highlights the significance of the writing process encompassing activities such as revising, editing, and proofreading their written compositions. At this stage involves placing emphasis on actively engaging students fostering writing proficiency in frequent writing exercises.

Third, this initial stage marks the students' first attempt at writing or constructing a text (Emilia, 2011). In this stage, the teacher still does not apply well, because the teacher still has not been a tutor and the teacher has not yet directed to the work of the group which aims to better understand about making text along with other students before creating their own text. In its implementation is not appropriate in line with the theory according to Pujiyanto et al. (2014), teachers should serve as a resource, tutor, and prompter at this phase.

Independent Construction of the Text (ICoT)

At this stage, the Independent Construction of the Text (ICoT) has been established, where students autonomously engage and write individually with guidance from teachers. At this stage the teacher has implemented it very well by giving topics or letting students choose for themselves for their independence. In line with the theory of Pujiyanto et al., (2014) that the goal is for students to apply their learning by drafting independently. Besides, teachers have implemented this by submitting and publishing student texts in their social media. As in line with Emilia (2012), showed that the frequency of writing allows students to develop a final text suitable for publication within the classroom.

However, certain stages remain unrealized or lack a fundamental concept, specifically the inclusion of feedback, which is regarded as one of the defining characteristics of Genre-Based Approach (GBA). Consequently, the absence of corrective feedback can result in the persistence of incorrect hypotheses, as highlighted by Schachter (1998) as in Tomczyk (2013).

Drawing from the conducted observation, certain components were found to be

absent, indicating a lack of teacher attentiveness feedback towards them. Assessing the students' progress to check student understanding using the incorporation of feedback from both peers and teachers is crucial for students to enhance their final drafts significantly. In this phase, the teacher has not reached its maximum potential in terms of the Joint Construction of the Text (JCoT). According to Derewianka (2003) as in Hidayah et al (2017), feedback occurs during the Joint Construction of the Text (JCoT) and Independent Construction of the Text (ICOT), which are the third and fourth stages respectively. It means that, the teacher does not provide feedback. Thus, this is not in line with the theory described by Badger and White (2000) as in Pujiyanto et al., (2014), this revision stage is crucial, involving students engage in interactive writing and receiving feedback from peers before seeking guidance from teachers.

Ultimately, from the findings and discussions can be concluded that the teacher has been applied to various stages and activities. Besides, at the BKoF stage, the teacher still has not expounded according to the existing theory. In addition, the Modeling stages have been applied well, although there are several shortcomings like teachers still do not understand this stage properly. Also, the Joint Construction of the text that does not exist or skipped by the teacher. Finally, in the Independent Construction of the Text, the teacher has applied it very well. On the other hand, there is a significance that entails the inclusion of a crucial pedagogical technique referred to as corrective feedback which necessitates the engagement the teacher should have done.

Nevertheless, it remains acknowledged that the current state of affairs is yet to attain perfection in terms of the BKoF and JCoT stage. This indicates that there is still a lack of knowledge, practice, personal experience, understood well, and sample text.

CONCLUSION

As mentioned, this study aims to investigate students' perceptions of YouTube as a medium for learning English vocabulary at the secondary school level. Considering the results, it was concluded that most students had positive perceptions of utilizing YouTube as a medium for learning vocabulary because YouTube has a variety of video content with exciting visualizations, and the material presented is easier to understand. It can motivate students to learn vocabulary. In addition, from the conclusion of the data that has been obtained, the researcher found the benefits and drawbacks of YouTube in learning vocabulary. The advantages are that learning to use YouTube seems more fun, is easy to understand, allows one to rewatch offline videos that have previously been downloaded, and is more attractive than other learning media. The disadvantage is that YouTube has many advertisements that appear while watching a video; this causes students to lose focus on their studies, and internet access is sometimes unstable. Therefore, because most students had positive perceptions of utilizing YouTube as a medium for learning vocabulary, this shows that YouTube is suitable for use as a digital media in the teaching and learning process in class.

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