

# **GENRE-BASED LEARNING TO TEACH PROCEDURE TEXT**

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work parts of the work of other people, except those cited in quotations and references, as a scientist paper should.

Yogyakarta, 04 August

2025

  
  
**RISKA PERONIKA PANE**

## **MOTTO**

“Allah knows what's best, even when we feel like things aren't going our way.”

## **DEDICATION**

Gratefully and thankfully, I dedicate the thesis to my beloved parents for their unwavering love, prayers, and support. Their love and countless sacrifices have inspired me to keep moving forward even in the most difficult times. I am also very grateful to my brothers and friends who have always provided me with encouragement, moral support, and listened to me whenever I had difficulties and challenges throughout this process. I would also like to express my sincere gratitude to my thesis supervisor, Mr. Adam Anshori., S.S., M.A., one of the best English lecturers in English Education. Finally, I would like to thank myself for choosing perseverance over giving up, for continuing to fight despite my doubts, and for having the courage to believe in this journey to the end.

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## Table of Contents

APPROVAL SHEET .....	i
RATIFICATION SHEET .....	ii
GENRE-BASED LEARNING TO TEACH PROCEDURE TEXT.....	ii
STATEMENT OF WORK'S ORIGINALITY .....	iii
MOTTO .....	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
Table of Contents.....	viii
LIST OF FIGURES .....	ix
ABSTRACT.....	x
CHAPTER I.....	1
INTRODUCTION .....	1
1.1 Background of Teaching Practice .....	1
CHAPTER II.....	4
CONSTRUCT OF TEACHING PRACTICE.....	4
2.2. Construct.....	7
CHAPTER III .....	8
IMPLEMENTATION OF TEACHING PRACTICE.....	8
3.1 Teaching Preparation .....	8
3.2 Teaching Activities.....	10
3.2.1. Building Knowledge of the Field (BKOF) .....	10
3.2.2. Modeling of the Text (MOT) .....	11
3.2.3. Joint Construction of the Text (JCOT) .....	12
3.2.4. Independent Construction of the Text (ICOT).....	13
CHAPTER IV .....	15
CONCLUSION.....	15
4.1 Teaching Reflection.....	15
REFERENCES .....	18
APPENDICES .....	19

## LIST OF FIGURES

<b>Figure 2. 1</b> Conceptual Framework of teaching practice.....	7
<b>Figure 3. 1</b> Creating PowerPoint as the learning tools.....	12
<b>Figure 3. 2</b> Students Presentation .....	13

# GENRE-BASED LEARNING TO TEACH PROCEDURE TEXT

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## ABSTRACT

This best practice study explores the implementation of Genre-Based Learning (GBL) in teaching procedure texts to vocational high school (SMK) students majoring in electrical engineering. Grounded in Teaching and Learning Cycle (TLC) by Feez and Joyce, the study employed the four GBL stages—Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The instructional design integrated digital tools like Padlet and PowerPoint to enhance student engagement, collaborative learning, and independent performance. Teaching activities were contextualized using real-life tasks such as technical procedures involving electrical equipment. The findings indicate that the GBL approach improved students' ability to structure procedure texts, use passive voice appropriately, and understand the communicative functions of technical writing. Moreover, the approach boosted motivation and relevance by connecting English to students' vocational disciplines. Overall, the study concludes that genre-based pedagogy, when integrated with multimedia and contextual teaching, is an effective strategy to improve writing skills and prepare students for workplace communication.

**Keywords:** *Genre-based, Procedure Text, Vocational School*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Teaching Practice

In the Indonesian educational landscape, the process of teaching and learning continues to face a number of complex challenges that directly affect both teachers and students. One of the most significant issues is students' relatively low motivation in learning English, particularly in vocational schools where the majority of learners perceive English as less relevant to their future careers compared to technical skills. This low motivation often results in limited classroom participation, a passive learning attitude, and difficulties in sustaining students' engagement throughout the lesson. Another major challenge lies in the limited pedagogical competence of teachers in applying innovative approaches such as the Genre-Based Approach (GBA). Many teachers are still accustomed to traditional methods that focus on rote learning and grammar translation, leaving little room for meaningful language practice. Moreover, the lack of scaffolding during the process of constructing texts has led to students struggling to organize their ideas coherently, which hinders their writing and speaking performance. In addition, the inadequacy of learning facilities such as multimedia equipment further complicates the implementation of interactive and media-based learning activities. These obstacles highlight the urgent need for pedagogical innovations that can bridge the gap between theory and practice while making English learning more engaging, contextual, and meaningful.

To address these challenges, Genre-Based Learning (GBL) has been introduced as an alternative pedagogical model that offers a more structured yet flexible approach to language

teaching. As proposed by Feez and Joyce, this approach is grounded in the notion that language is not merely a set of grammatical rules but a resource for making meaning within particular social contexts. GBL is operationalized through the Teaching and Learning Cycle (TLC), which consists of four interconnected stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Each stage provides systematic scaffolding to guide learners gradually from comprehension to independent production of texts. For example, in the BKOF stage, students are introduced to relevant contexts and vocabulary, while in the MOT stage, they analyze model texts to understand their structure and linguistic features. This is followed by the JCOT stage, where teachers and students collaboratively produce a text, before moving on to the ICOT stage, in which learners demonstrate their independent ability to write or speak within the genre. By engaging in this cycle, students do not merely learn isolated language skills but develop a deeper understanding of how texts function communicatively in real-world situations.

The effectiveness of GBL has been documented in numerous empirical studies conducted in Indonesia over the past five years. For instance Listiyawati et al. (2025) reported that GBL significantly improved students' writing of recount texts, while also enhancing their motivation and overall classroom engagement. Similarly, Dzukhriyah & Rini (2023) found that the use of GBL in teaching descriptive writing led to measurable improvements in students' organization, coherence, and textual clarity. In addition, Nabella & Rini (2023) demonstrated that GBL had a positive impact on reading comprehension, with students showing greater ability to interpret and analyze narrative texts after the approach was applied.

Building on these insights, the present best practice aims to apply Genre-Based Learning as a means of creating a communicative, contextual, and student-centered learning environment.

The overarching objective is to foster learners' ability to use English effectively and meaningfully in ways that are directly connected to their academic and vocational needs. Through systematic scaffolding, this practice seeks to strengthen students' writing, reading, and speaking skills across various genres while simultaneously boosting their motivation to engage with the learning process. At the same time, the practice is designed to ensure that students can connect English learning to their vocational disciplines, thereby equipping them with communication skills that are highly valued in both local and global job markets. Furthermore, by integrating literacy activities and values of character education, the practice aspires to offer a holistic learning experience that not only develops linguistic competence but also cultivates critical thinking, collaboration, creativity, and responsibility. In this way, the implementation of Genre-Based Learning contributes not only to improving students' academic performance but also to preparing them as competent, character-driven individuals who are ready to participate in an increasingly interconnected and competitive world.

## CHAPTER II

### CONSTRUCT OF TEACHING PRACTICE

#### 2.1 Genre-Based Learning

Genre-based learning is a language learning approach based on Feez and Joyce (1998) systemic functional linguistics, which views language as a resource for creating meaning within specific social contexts. This approach focuses on how language functions to achieve communicative purposes in real-life situations, rather than solely on grammatical rules. Students are taught to analyze various text types, such as argumentative, procedural, and narrative texts, to understand their social purposes, genre structures, and linguistic features. By emphasizing the relationship between language and its social functions, this approach helps learners recognize that language use is shaped by the cultural and situational contexts in which it occurs. As a result, genre-based learning not only improves students' writing skills but also develops their ability to recognize how language is used meaningfully and effectively in various professional and everyday contexts.

Beyond the improvement of linguistic skills, Atmazaki et al. (2023) highlighted that GBL integrated with literacy and character-building activities was not only effective in enhancing academic achievement but also practical and relevant in fostering students' participation and positive behavior in the classroom. Finally, Zulmeida & Basikin, (2025) argued that while teachers' beliefs and classroom practices strongly influence the success of GBL implementation, many educators still require further training to maximize its potential in diverse classroom contexts. These studies collectively affirm that GBL is a highly effective model for enhancing language learning outcomes in Indonesia when implemented systematically and contextually.

The linguistic elements and rhetorical frameworks of literary genres are deliberately chosen to support effective communication. This approach encourages students to not only write texts, but also to analyze, interpret, and understand how language is used for specific social purposes (Derewianka & Jones, 2016). As a result, general English language education programs provide a comprehensive and contextually appropriate learning framework that promotes critical thinking and supports students in applying their understanding in real-life communication situations.

Teaching English through the incorporation of genre-based learning (GBL) has aligned with improvement in students' reading and writing skills. Of equal importance, however, is the challenge of under scaffolding models or joint construction of lessons, paying too little attention to the learners' cultures and prior knowledge.

In order to effectively implement genre-based learning, procedural texts were introduced into the learning process, particularly for vocational high school students. The main challenges identified were students' low motivation to learn and limitations in their English comprehension skills. To address these issues, the genre-based learning approach proposed by Feez and Joyce (1998) was applied as a strategy to connect language learning with students' vocational contexts. The educational focus was on understanding the structure and linguistic features of procedural texts, with particular emphasis on the use of the passive voice commonly found in technical instructions.

During the Building Knowledge of the Field (BKOF) phase, as outlined in the Teaching and Learning Cycle by Feez and Joyce (1998), students were introduced to procedure text directly related to electrical engineering practice, such as “how to replace a fuse” or “how to safely turn

off the main switch”. The goal was to build background knowledge and introduce vocabulary as well as linguistic structures commonly used in procedure texts. Then, in the text modeling stage, students were exposed to model texts that included passive voice, a linguistic element commonly used in educational and technical writing, based on the educational and learning cycle framework proposed by Feez and Joyce (1998). Students analyzed examples such as “The valve was replaced” and “The machine was turned off” and explored how the passive voice functions to convey clear, accurate, and safe instructions.

In the Joint Construction of the Text phase, as proposed by Feez and Joyce (1998) in the teaching and learning cycle, students were given the opportunity to collaboratively construct a procedure text relevant to their vocational field. The topics used are adapted to real life situations, such as “Steps to safely measure voltage”. Through guidance and feedback, students are assisted in constructing sentences using the passive voice, such as “measure the voltage” or “turn off the switch”. This stage reinforces students' understanding of genre structure and its application in technical communication. Finally, during the reflection phase, students are encouraged to evaluate the learning process, understand the importance of mastering the procedure text genre, and relate their learning outcomes to professional needs in the field of electrical engineering.

English learning becomes more contextual, relevant, and meaningful when implemented through a genre-based approach. This method not only develops language skills but also provides students with practical knowledge that can be applied in the workplace. It helps learners view language as a tool for social and professional communication, going beyond simply viewing it as a set of rules. By presenting information that reflects real-life language use in authentic situations, it promotes greater motivation and engagement. Through GBL, students come to see language as a means of building relationships, interacting with others, and effectively conveying messages in

various contexts, including academic and professional environments. As a result, GBL simultaneously enhances students' language proficiency and their ability to make strategic, contextual connections with the professional world.

## 2.2. Construct

Genre Based Learning (GBL), as proposed by Feez and Joyce (1998), is implemented through the Teaching and Learning Cycle (TLC), which consists of four stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). In the initial stage, students are provided with contextual knowledge, followed by exposure to model texts. They then construct texts collaboratively before finally producing texts independently. Thus, GBL guides students step by step from understanding to producing texts within a specific genre.

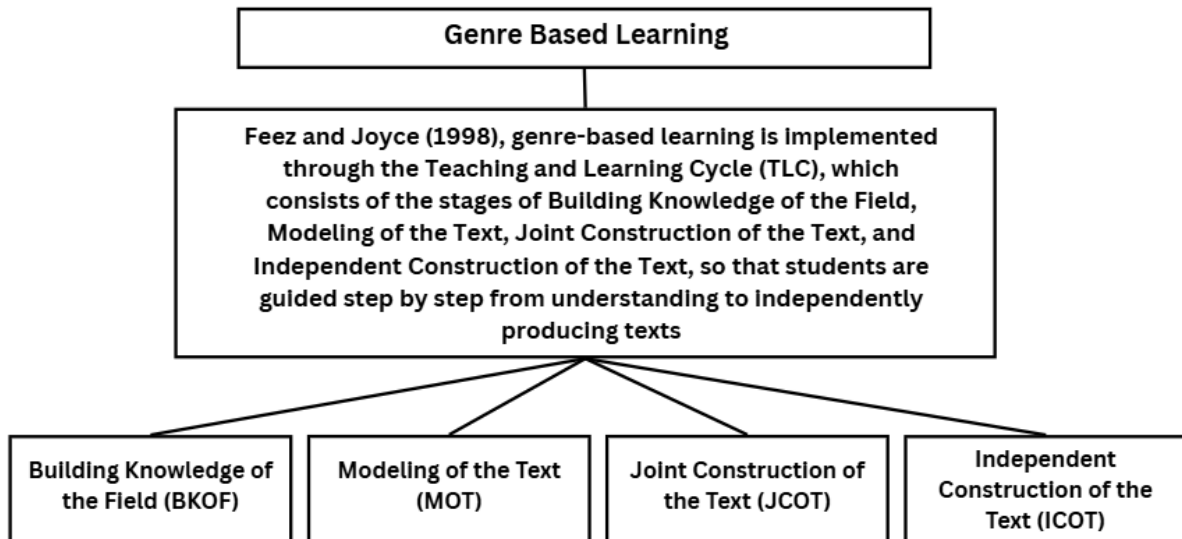


Figure 2. 1 Conceptual Framework of teaching practice

## CHAPTER III

### IMPLEMENTATION OF TEACHING PRACTICE

#### 3.1 Teaching Preparation

The teacher initially conducted observations to gain a clear understanding of the students' characteristics before implementing the teaching practice. This process involved direct observation in the classroom, interviews with the teacher, and an analysis of the students' activities and learning styles throughout the learning process. The observations were carried out over the course of one week to ensure a comprehensive and accurate picture of the students' learning behavior and classroom dynamics. In total, the teacher taught two classes, each consisting of 36 students, which provided a broader perspective on the variety of learning needs and classroom interactions. The results of these observations served as the foundation for the researcher in designing learning techniques that are tailored to the needs and traits of the students, thereby increasing the effectiveness, engagement, and contextual relevance of the learning process. By understanding how students learn, particularly within the framework of the genre-based learning approach using procedure text material, the teacher was able to make more informed adjustments to the curriculum, teaching strategies, and instructional materials.

The teacher prepared in several ways as a pre-service teacher before engaging in the teaching activity. Creating instructional content, supporting media, and lesson plans were part of this preparation. PowerPoint was specifically used as the main media genre-based learning approach, was one of the main media prepared. The PowerPoint presentation included theoretical explanations of procedure texts, along with real text samples, text structure analysis, and context-

based exercises related to the steps of joint the construction (JCOT) and text modeling (MOT). The slide design focused on visuals and interactivity, using easy to understand illustrations and procedure processes.

After completing the observation stage, the teacher proceeded to the planning phase, where the insights gained were translated into concrete teaching strategies. The lesson plan was carefully designed to incorporate the principles of genre-based learning, focusing on the teaching of procedure text. In this stage, the researcher aligned the learning objectives with students' needs, selected relevant teaching materials, and determined suitable classroom activities that would encourage active participation. Special attention was given to creating tasks that connected with the students' vocational background, ensuring that the learning process remained meaningful and contextual. This preparation stage was essential in bridging the gap between the students' characteristics identified during the observation and the instructional practices applied during the teaching implementation.

PowerPoint is also integrated directly with the use of Padlet as part of the technology supported interactive learning strategy. Student-created work, such as group discussion outcomes, ideas from brainstorming activities, and procedural texts, are uploaded to Padlet for collaborative analysis and discussion. For example, during the collaborative organizing phase of the genre-based approach, students work in groups to organize steps into procedural text, which they then upload to Padlet. This platform enables students to obtain instant feedback from both their teachers and peers, significantly contributing to the refinement and improvement of their written work. In order to address these issues, the researchers adopted a learning strategy that integrates English language resources with the context of professional fields.

## **3.2 Teaching Activities**

According to Feez and Joyce (1998), the genre-based learning approach emphasizes the importance of understanding the structure, communicative purpose, and social context of various types of texts. This approach not only encourages students to understand and produce texts according to specific genres, but also includes collaborative and reflective activities at each stage of the teaching and learning cycle. This includes a process ranging from building knowledge of the field (BKOF) and modeling of the text (MOT) to joint construction of the text (JCOT) and independent construction of the text (ICOT). Each stage is designed to provide systematic support that fosters the development of students' functional literacy, promotes dynamic interaction between teachers and students, and improves students' response to genre-based teaching methods.

### **3.2.1. Building Knowledge of the Field (BKOF)**

During the lesson, the Building Knowledge of the Field (BKOF) stage was conducted over a span of 40 minutes in two meetings, focusing on reinforcing students' foundational understanding of procedural texts, specifically within the context of electrical engineering. The session began with the presentation and reading of simple technical procedure texts, such as *"How to change a fuse"* and *"How to safely turn off the main switch."* These texts were carefully selected to align with the students' professional backgrounds, making them relevant to real-life applications and future workplace tasks. The importance of selecting texts that reflected students' vocational practice was supported by the learning theory of Lave and Wenger (1991), who argued that learning becomes more effective when instructional materials are directly connected to learners' real-life experiences and contexts. By using procedure texts grounded in authentic technical scenarios, students were able to recognize the practical function of language in their professional lives, thereby promoting more meaningful and deeper learning. Additionally, students were

introduced to the use and function of the passive voice, a key linguistic feature in technical writing. The use of the passive voice in procedural texts was emphasized because it shifted the focus toward the action or process rather than the doer, which was crucial for ensuring clarity, objectivity, and safety qualities that are essential in both technical documentation and workplace communication (Gerot & Wignell, 1994).

### **3.2.2. Modeling of the Text (MOT)**

The text modeling session was conducted over a span of 45 minutes in two meetings. The learning task engaged students by exposing them to authentic examples of procedure texts that featured the passive voice, one of the common linguistic features of technical writing. The instructor provided examples of procedure texts that included sentences such as “*The fuse was replaced*” and “*The unit was powered off.*” These examples were deliberately chosen to demonstrate how language is applied in electrical engineering and how it functions in technical and professional contexts. The teacher explicitly highlighted both the generic structure of the procedure text comprising components such as goal, materials/tools, steps, and the function of the passive voice. The technical guidelines explain that passive voice is used to focus on the process rather than the actor in order to ensure objective and accurate communication. This stage corresponds to the “text modeling stage” of the education and learning cycle proposed by Feez and Joyce (1998), in which learners are explicitly guided to identify and analyze key structural and linguistic features of the model text provided to them. After the researcher's explanation, students were divided into small groups to review the model text, identify its structural components, and analyze how the passive voice was applied to describe technical procedures. This collaborative activity not only strengthened students' reading and analytical skills but also deepened their

understanding of the interaction between grammar and genre to support effective communication within their professional fields.

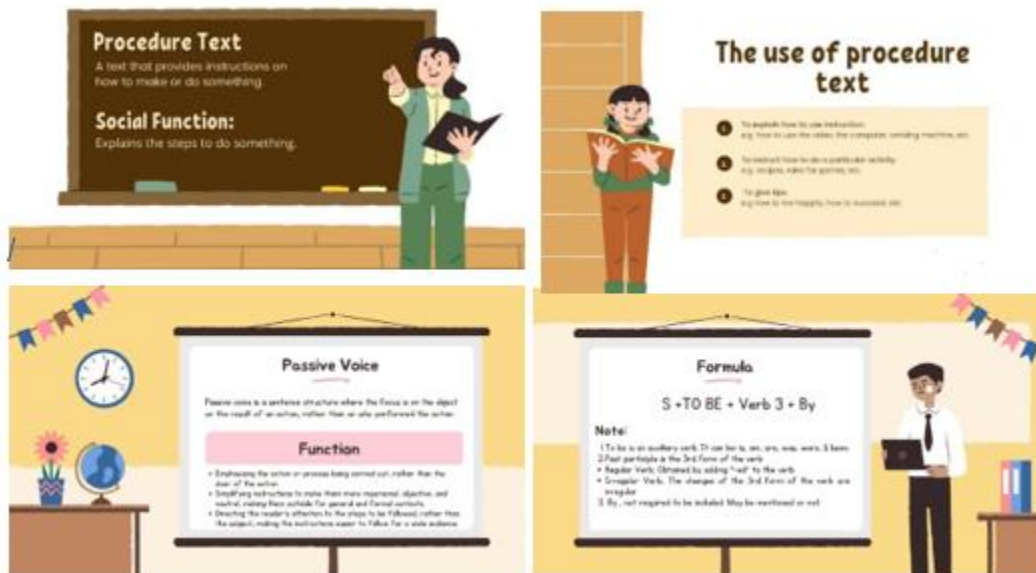


Figure 3. 1 Creating PowerPoint as the learning tools

### 3.2.3. Joint Construction of the Text (JCOT)

The Joint Construction phase lasts 60 minutes in two meetings and focuses on collaborative text construction. Students work in small groups with the teacher to construct their own procedure texts in a technical field, electrical engineering. The learning topics are "Connecting Wires in a Circuit" and "Safely Measuring Voltage." The learning topics were chosen deliberately to represent students' vocational experience so that the learning was relevant and contextual. During this phase, students were required to employ the passive voice multiple times in their procedures. Some sample sentences written by students include: "The voltage was measured using a multimeter" and "The device was turned off before it was opened." All groups must adhere to the same procedural text structure, which consists of a purpose, a list of materials or equipment needed, and a list of logical, step-by-step procedures. The groups provide feedback to one another on their presentations. The instructor directly addresses this feedback. The instructor's feedback includes

linguistic accuracy—for example, the use of passive voice and correct grammatical forms—as well as clarity of content, particularly the completeness and consistency of procedure steps. This joint construction process reflects the tenets of the Genre-Based Approach, and more specifically Feez and Joyce's (1998) Teaching and Learning Cycle (TLC) model, in which teachers and students construct texts jointly, with the teacher gradually releasing more control to the students. In this scaffolding process, the learners are able-to use the features of the target genre as they receive systematic support in building their proficiency and confidence in academic writing.



**Figure 3. 2** Students Presentation

#### **3.2.4. Independent Construction of the Text (ICOT)**

The last phase of the learning cycle was the Independent Construction of a Text (ICOT), which aimed to test the student's individual competence in writing a procedure text independently, without any support from peers or the teacher. The activity was designed to assess how well the students had internalized the language and structural knowledge introduced in the previous stages of the Teaching and Learning Cycle (TLC). For this task, all students must write

a procedure text entitled "How to Replace a Burnt-out Fuse" suitable for the professional competence of students in electrical engineering. Students were instructed to include three principal things in their text: (1) purpose of the process, (2) materials and equipment needed, and (3) steps in systematic and clear order. One of the most noticeable aspects of this text is the repetitive application of the passive voice in all stages of the process. Samples of anticipated sentences include "I removed the burnt fuse very carefully." and "I installed a new fuse into the socket." This exercise is done entirely by themselves, without consulting groups or interference of the teacher, so students have to organize and voice their thoughts on their own. Students' writing was assessed on three main criteria: (1) autonomy, i.e., the ability to do the task by oneself without any external support; (2) accuracy of the passive voice, which decides the correct and consistent use of language frames; and (3) clarity and comprehensiveness, which decides how the steps of a procedure are laid out logically and described elaborately.

This was the final phase of the genre-based learning approach teaching-learning cycle (TLC) established by Feez and Joyce (1998), in which the teacher increasingly transferred responsibility for the learning process to the students. It was during this phase that students were expected to demonstrate evidence of independent and extensive mastery of the text genre being studied. As Derewianka (1990) explained, such a stage was crucial for students to entrench their understanding of the function, structure, and language features of the genre through autonomous application. Moreover, this activity not only measured students' linguistic proficiency, but also determined their ability to balance technical knowledge with effective written communication, the outcome of which was consistent with the goals of genre-based pedagogy in vocational education.

## CHAPTER IV

### CONCLUSION

#### 4.1 Teaching Reflection

A Genre-Based Learning (GBL) approach was used in this study as the primary pedagogical method for teaching procedure text material to SMK students. This is because it is centered on the composition and communicative purpose of each kind of text, thus being especially useful for learning how procedure texts are actually composed and utilized. GBL supports a step-by-step and systematic process of learning in four broad phases: body of knowledge formation (BKOF), text modeling (MOT), joint text construction (JCOT), and independent text construction (ICOT). Each stage enables students to accumulate cumulatively their conceptual and linguistic knowledge that will equip them not only to reproduce the structure of the text but also to achieve communicative functions and linguistic properties such as the use of passive voice typical of procedure texts. Reports on learning practice suggest that this strategy has a positive impact on students' participation and active involvement. Content pertaining to the students' field of work proved to be more contextual, significant, and pertinent, inspiring students to continue the learning process more voluntarily. This method also provides space for the students to work in groups with each other so that they can interact with one another, comment on, and develop critical thinking in writing texts that are related to their structure and social functions. Then, in order to enhance the effectiveness of GBL implementation, researchers also integrated digital media, such as Padlet and PowerPoint, into the learning process. The use of Padlet enables students to submit work electronically, comment on the work of other groups, and feel part of an open and inclusive

learning environment. Meanwhile, presentation software such as PowerPoint helps to present information in graphical and structured form. This integration of technology not only supports students' understanding of the topic, but also increases their interest in studying English, especially since the use of technology provides a more interactive, modern, and close to their daily lives learning experience. Thus, it can be concluded that combining the Genre-Based Learning method with the right use of digital media can result in a more meaningful, motivating, and successful learning experience for increasing students' writing skills and comprehension of procedure texts in a vocational setting. This approach is recommended to be further developed in text-based English learning, especially for students with vocational background.

Based on the empirical study, it is recommended that text-based English education, particularly in vocational high schools (SMK), further develop and apply the genre-based learning (GBL) approach. This approach has proven to be effective in helping students understand the structure and social functions of texts, and it has also been shown to be effective in improving students' procedural text writing skills, especially those related to vocational fields. English teachers are encouraged to systematically apply GBL at each stage of the education and learning cycle (BKOF, MOT, JCOT, ICOT) and to adjust learning materials to suit students' vocational contexts, thereby making learning more meaningful and contextually relevant. Additionally, the integration of digital media such as Padlet and PowerPoint has been shown to increase student engagement, enrich learning experiences, and make the learning process more interactive and closely connected to daily life. Therefore, the use of information technology in implementing GBL is strongly recommended to create a collaborative and inclusive learning environment. Future researchers are encouraged to explore the application of GBL to other types of texts or diverse

vocational programs to investigate how well this approach can be adapted and optimized within broader educational contexts.

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**APPENDICES**  
**MODUL AJAR BAHASA INGGRIS**  
**Procedure Text**

<b>INFORMASI UMUM</b>	
<b>A. Identitas Modul</b>	
a. Nama Penyusun	Riska Peronika Pane
b. Nama Sekolah	SMKN 3 Yogyakarta
c. Tahun Pelajaran	2024-2025
d. Fase/Kelas	F/XI
e. Elemen	Menyimak-Berbicara
f. Alokasi Waktu	3 JP
<b>B. Kompetensi Awal</b>	<p><b>1. Memahami Dasar Teks Prosedur</b></p> <ul style="list-style-type: none"> <li>• Peserta didik memahami dasar-dasar teks prosedur, termasuk tujuan dan struktur yang terdiri dari langkah-langkah yang berurutan untuk mencapai suatu tujuan.</li> </ul> <p><b>2. Mengidentifikasi Ciri-Ciri Teks Prosedur</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mampu mengidentifikasi ciri-ciri kebahasaan teks prosedur, seperti penggunaan kata kerja imperatif, kalimat perintah, dan urutan yang logis.</li> </ul> <p><b>3. Menyusun Teks Prosedur Sederhana</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dapat membuat teks prosedur sederhana yang menjelaskan langkah-langkah melakukan suatu kegiatan atau prosedur tertentu dalam kehidupan sehari-hari.</li> </ul> <p><b>4. Memahami Dasar Passive Voice</b></p> <ul style="list-style-type: none"> <li>• Peserta didik memahami dasar passive voice, termasuk perubahan bentuk kalimat dari active voice ke passive voice dalam berbagai tenses.</li> </ul> <p><b>5. Mengidentifikasi Kalimat Passive Voice</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mampu mengidentifikasi penggunaan passive voice dalam kalimat serta mengetahui kapan dan mengapa passive voice digunakan.</li> </ul> <p><b>6. Menggunakan Passive Voice dalam Teks Prosedur</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan passive voice dalam menyusun teks prosedur untuk menjelaskan langkah-langkah suatu proses, seperti “The ingredients are mixed,” “The device is turned on,” dll.</li> </ul>

C. Profil Pelajar Pancasila	1. Mandiri 2. Berkebhinekaan Global 3. Kreatif
D. Media (Sarana dan Prasarana)	1. LCD Projector 2. Laptop 3. Jaringan Internet
E. Model Pembelajaran	<i>Genre-based Learning</i>
<b>KEGIATAN INTI</b>	
1. Tujuan Pembelajaran	<ol style="list-style-type: none"> <li>1. Peserta didik mampu memahami dan mengidentifikasi karakteristik teks prosedur serta mengenali struktur dan ciri kebahasaan yang digunakan dalam teks prosedur, seperti kata kerja imperatif dan urutan logis langkah-langkah.</li> <li>2. Peserta didik mampu menyusun teks prosedur sederhana yang menjelaskan langkah-langkah melakukan suatu kegiatan dalam kehidupan sehari-hari secara runtut dan jelas.</li> <li>3. Peserta didik mampu memahami dan mengidentifikasi penggunaan passive voice serta membedakan struktur kalimat active dan passive voice dalam berbagai tenses.</li> <li>4. Peserta didik mampu menggunakan passive voice dalam teks prosedur untuk menjelaskan proses atau langkah-langkah suatu kegiatan, seperti dalam instruksi atau petunjuk teknis yang sederhana.</li> </ol>
2. Pemahaman Bermakna	<ol style="list-style-type: none"> <li>1. Meningkatkan kemampuan peserta didik dalam mengenali dan memahami struktur teks prosedur dan penggunaan passive voice dalam konteks kehidupan sehari-hari dan teknis.</li> <li>2. Mengaplikasikan penggunaan kosakata bahasa Inggris yang berhubungan dengan teks prosedur dan passive voice baik di dalam kelas maupun di luar kelas.</li> <li>3. Mempersiapkan peserta didik untuk keterampilan bahasa Inggris yang relevan di dunia kerja, khususnya dalam menyampaikan instruksi atau prosedur secara tepat di bidang teknik dan layanan.</li> </ol>
3. Pertanyaan Pemantik	<ol style="list-style-type: none"> <li>1. Why do we use step-by-step instructions in electrical work? How can clear instructions help avoid mistakes?</li> <li>2. If you had to explain how to wire a simple circuit to a beginner, what words and steps would you use?</li> <li>3. Think about a task like setting up a circuit or testing a voltage. How would you explain it in English to make sure someone understands each step?</li> </ol>
4. Kegiatan Pembelajaran	<p><b>Pertemuan Pertama (180 Menit): Building Knowledge of the Field (Membangun Pengetahuan Dasar)</b></p> <p><b>1. Pendahuluan (15 Menit)</b></p>

- Guru melakukan presensi dan menyapa siswa.
- Guru menjelaskan tujuan pembelajaran dan pentingnya memahami teks prosedur dan passive voice dalam konteks teknik listrik.
- Guru menggali pengetahuan awal siswa mengenai teks prosedur dan passive voice, serta menanyakan apakah mereka pernah melihat atau menggunakan instruksi teknis sebelumnya.

## **2. Inti (145 Menit)**

- Building Knowledge of the Field (Membangun Pengetahuan Dasar)

### **40 Menit:**

- Guru memberikan contoh teks prosedur teknis sederhana dalam konteks teknik listrik, seperti “Cara Mengganti Sekering” atau “Cara Mematikan Sakelar Utama dengan Aman.”
- Guru menjelaskan fungsi teks prosedur dan passive voice dalam memberikan instruksi yang aman dan jelas.
- Siswa mendiskusikan ciri-ciri bahasa yang digunakan dalam teks prosedur, termasuk kata kerja imperatif dan passive voice.

### **- Modeling of the Text (Pemodelan Teks) - 45 Menit:**

- Guru memperlihatkan teks prosedur contoh menggunakan passive voice, seperti “The fuse is replaced” atau “The device is powered off.”
- Guru menunjukkan cara mengidentifikasi passive voice dalam instruksi dan menjelaskan mengapa passive voice sering digunakan dalam konteks teknis untuk meningkatkan keamanan dan ketelitian.
- Siswa secara berkelompok mendiskusikan teks prosedur tersebut, kemudian mengidentifikasi struktur dan penggunaan passive voice.

### **- Joint Construction of the Text (Penyusunan Teks Bersama) - 60 Menit:**

- Guru memandu siswa untuk menyusun teks prosedur bersama-sama dalam kelompok, seperti langkah-langkah untuk menghubungkan kabel ke rangkaian atau cara memeriksa tegangan listrik dengan aman.
- Siswa menggunakan passive voice dalam instruksi yang mereka buat, misalnya “The voltage is measured” atau “The switch is turned off.”

- Kelompok saling berbagi hasilnya dan guru memberikan umpan balik untuk memastikan struktur dan penggunaan bahasa yang benar.

### **3. Penutup (20 Menit)**

- Guru mereview hasil kegiatan dan memberikan refleksi singkat.
- Guru memberikan tugas rumah: Siswa diminta mencari contoh teks prosedur di buku atau internet yang menggunakan passive voice dalam konteks teknik listrik.

## **Pertemuan Kedua (180 Menit): Independent Construction of the Text (Penyusunan Teks Mandiri)**

### **1. Pendahuluan (15 Menit)**

- Guru mengulas kembali hasil pembelajaran dari pertemuan sebelumnya.
- Menyampaikan tujuan pertemuan ini, yaitu mengembangkan keterampilan siswa dalam menyusun teks prosedur secara mandiri menggunakan passive voice dalam konteks teknik listrik.

### **2. Inti (145 Menit)**

- Independent Construction of the Text (Penyusunan Teks Mandiri) - 70 Menit:

- Siswa diminta untuk secara mandiri menyusun teks prosedur teknis yang lebih kompleks, misalnya prosedur mengoperasikan peralatan listrik atau cara mengidentifikasi masalah pada rangkaian listrik.
- Setiap siswa menggunakan passive voice dan kata kerja imperatif, dengan instruksi yang jelas dan lengkap. Contoh: “The equipment is inspected,” “The power source is disconnected if an issue is detected.”
- Siswa kemudian saling bertukar teks prosedur dan memberikan umpan balik antar teman.

- **Presentation and Feedback (Presentasi dan Umpan Balik) - 45 Menit:**

- Beberapa siswa diminta mempresentasikan teks prosedur yang telah mereka buat di depan kelas.

	<ul style="list-style-type: none"> <li>• Guru dan teman-teman sekelas memberikan umpan balik mengenai kejelasan, struktur, dan ketepatan penggunaan passive voice dalam teks tersebut.</li> </ul> <p><b>- Reflection and Discussion (Refleksi dan Diskusi) - 30 Menit:</b></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk merefleksikan proses penyusunan teks prosedur dan penggunaan passive voice.</li> <li>• Siswa berbagi pengalaman mengenai kesulitan yang dihadapi dan bagaimana pemahaman mereka berkembang melalui proses pembelajaran ini.</li> </ul> <p><b>3. Penutup (20 Menit)</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan kesimpulan dari kegiatan pembelajaran dan menguatkan pemahaman tentang teks prosedur dan passive voice.</li> <li>- Guru memberikan tugas akhir berupa pembuatan teks prosedur pendek menggunakan passive voice dalam konteks teknik listrik, yang harus dikumpulkan sebagai tugas portofolio.</li> </ul>
5. Asesmen	<p><b>1. Asesmen JCOT (Joint Construction of Text)</b></p> <ul style="list-style-type: none"> <li>• Tujuan: Melatih siswa dalam menyusun teks prosedur secara bersama-sama dengan bantuan dan bimbingan guru.</li> <li>• Metode:       <ol style="list-style-type: none"> <li>1. Aktivitas: Guru membagi siswa menjadi kelompok-kelompok kecil. Masing-masing kelompok diminta untuk bekerja sama dalam menyusun teks prosedur berjudul "Cara Mengganti Lampu Listrik dengan Aman" dengan bantuan guru.</li> <li>2. Guru memandu siswa dalam mengidentifikasi tujuan, material, dan langkah-langkah yang harus disertakan. Siswa diminta menggunakan passive voice pada setiap langkah (misalnya, "The power switch is turned off before removing the old bulb").</li> <li>3. Guru memberikan contoh kalimat dan memberi masukan selama proses diskusi kelompok.</li> </ol> </li> <li>• Kriteria Penilaian:       <ol style="list-style-type: none"> <li>1. Kolaborasi: Apakah siswa aktif berpartisipasi dalam diskusi kelompok?</li> <li>2. Penggunaan Passive Voice: Apakah siswa menggunakan passive voice secara tepat?</li> <li>3. Struktur Teks Prosedur: Apakah teks mengikuti struktur yang benar (goal, materials, steps)?</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>• Hasil yang Diharapkan: Siswa mampu menghasilkan teks prosedur yang lengkap dan benar, dengan penggunaan passive voice dan pemahaman konsep bersama.</li> </ul> <p><b>2. Asesmen ICOT (Independent Construction of Text)</b></p> <ul style="list-style-type: none"> <li>• Tujuan: Mengukur kemampuan siswa dalam menulis teks prosedur secara mandiri.</li> <li>• Metode:       <ol style="list-style-type: none"> <li>1. Tugas Individu: Siswa diminta menulis teks prosedur sendiri dengan judul "Cara Mengganti Sekring yang Terbakar." Mereka harus menuliskan tujuan, daftar material yang dibutuhkan, dan langkah-langkah secara berurutan, menggunakan passive voice dalam setiap langkah.</li> <li>2. Siswa diberikan waktu untuk menyusun teks dan mengatur ide mereka tanpa bantuan guru atau kelompok.</li> </ol> </li> <li>• Kriteria Penilaian:       <ol style="list-style-type: none"> <li>1. Kemandirian dalam Penyusunan Teks: Apakah siswa dapat menyusun teks prosedur tanpa bantuan?</li> <li>2. Penggunaan Passive Voice: Apakah siswa dapat menggunakan passive voice dengan benar dalam konteks prosedur teknik?</li> <li>3. Kelengkapan dan Kejelasan Teks: Apakah semua langkah dijelaskan secara detail dan mudah dipahami?</li> </ol> </li> <li>• Hasil yang Diharapkan: Siswa mampu menunjukkan pemahaman mereka secara mandiri dalam menyusun teks prosedur yang efektif dan sesuai dengan konteks teknik listrik.</li> </ul>
6. Pengayaan dan Remedial	<p><b>Pengayaan</b></p> <p>Untuk siswa yang telah memahami materi prosedur teks dan <i>passive voice</i>, kegiatan pengayaan dapat dilakukan sebagai berikut:</p> <ol style="list-style-type: none"> <li>1. <b>Membuat Prosedur yang Lebih Kompleks</b> <ol style="list-style-type: none"> <li>1. <b>Tujuan:</b> Mengembangkan kemampuan siswa dalam menyusun teks prosedur yang lebih rumit, yang terdiri dari beberapa sub-langkah dan memerlukan penggunaan passive voice secara lebih variatif.</li> <li>2. <b>Tugas:</b> Siswa diminta membuat teks prosedur yang lebih kompleks, seperti “Cara Menginstal Saklar Ganda untuk Lampu.” Teks prosedur ini harus mencakup langkah-langkah lebih detail, seperti persiapan alat, pengecekan keamanan, dan penempatan kabel dengan benar. Setiap langkah diharuskan menggunakan passive voice.</li> </ol> </li> <li>3. <b>Kriteria Pengayaan:</b> <ul style="list-style-type: none"> <li>• Kesesuaian dengan struktur teks prosedur yang lebih detail.</li> </ul> </li> </ol>

- Penggunaan variasi passive voice yang lebih kaya, misalnya dengan bentuk *modals* seperti "should be placed," "must be installed," atau "can be removed."

## 2. Proyek Mini

1. **Tujuan:** Mengaplikasikan pemahaman teks prosedur dalam situasi nyata.
2. **Tugas:** Siswa merancang sebuah proyek kecil, seperti membuat panduan instalasi peralatan sederhana di rumah (contoh: cara menginstal lampu dinding), dan membuat poster atau video instruksional untuk mempresentasikan langkah-langkahnya.
3. **Kriteria Pengayaan:**
  - Kejelasan prosedur dalam video atau poster.
  - Penggunaan passive voice yang efektif dan instruksi yang sesuai dengan dunia teknik listrik.

## Remedial

Untuk siswa yang masih kesulitan memahami teks prosedur atau penggunaan passive voice, kegiatan remedial berikut dapat membantu:

### 1. Latihan Struktur Dasar Teks Prosedur

1. **Tujuan:** Memperkuat pemahaman siswa terhadap elemen dasar teks prosedur (goal, materials, steps).
2. **Kegiatan:** Siswa diberikan teks prosedur yang sudah jadi, lalu diminta untuk mengidentifikasi bagian goal, materials, dan steps. Setelah itu, mereka diminta untuk menuliskan ulang langkah-langkah menggunakan *passive voice* sederhana.
3. **Contoh Latihan:**
  - Teks prosedur sederhana diberikan, seperti "Cara Mengganti Baterai Remote."
  - Siswa mengidentifikasi kalimat dan mengubahnya ke dalam passive voice (misalnya, "The battery is taken out from the compartment").

### 2. Pendampingan Kelompok Kecil

1. **Tujuan:** Memberikan bimbingan khusus pada siswa yang masih kesulitan, dalam kelompok kecil.
2. **Kegiatan:** Guru membuat kelompok kecil untuk memberikan bimbingan intensif. Pada sesi ini, siswa dipandu langkah demi langkah dalam membuat kalimat prosedur dengan passive voice. Guru memberikan contoh kalimat, dan siswa mencoba menyusun ulang dengan bimbingan langsung.
3. **Contoh Latihan:**
  - Guru memberikan contoh kalimat seperti "Install the new fuse" dan membantu siswa

	mengubahnya menjadi "The new fuse is installed."
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