

PENERAPAN PEMBELAJARAN BERBASIS GENRE DENGAN PENDEKATAN PRINCIPLED ECLECTICISM: PERKEMBANGAN AGENCY GURU DAN SISWA

by Anita Triastuti, S.Pd., M.A., Ph.D., Prof. Dra. Hj. Suwarsih Madya, M.A., Ph.D., Dyah S. Ciptaningrum, S.Pd., M.Ed., Ed.D., Feri Tri Ariyatmoko, Aliffiana Mulya Habibah

ABSTRACT

The demands of integrating various content categories by the current Indonesian EFL curriculum have posed challenges to Indonesian EFL teachers to skillfully blend the teaching of texts within particular genres, English language skills, values, higher order thinking skills and the 21st century 4Cs. As the continuation of the previous study focused on the development of the text-based instruction applying the principled eclecticism (TBI-PE), this proposed study aims to implement the TBI-PE model for accommodating the demands of the 2013 Curriculum and to strive for the teachers' improved agency in fostering students' ability to take over the ownership of learning for independently creating their own texts as well as students' improved agency in taking part in the process of text production. This study applied participatory action research design to ensure the participating teachers's involvement in decision-making at all stages of the study in a cycle of planning, observing, acting, and reflecting (Kemmis, McTaggart, & Nixon, 2014), with the participation modes of cooperation, co-learning and collective action (Herr & Anderson, 2014) to define the collaborative roles of the researchers and the research participants within the participatory action cycle. Data sources included teaching preparation and teaching performance videos, observation notes, vignette, teachers' reflective teaching journal, semi-structured interviews, teachers' instructional aids, and students' produced texts. The findings showed that the cycle of text-based teaching with principled eclecticism was able to guide the teacher to design and practice a series of scaffolded developmental teaching and learning activities which enable students to comprehend the target text properties and to construct their own text independently. The cycle also guided the teacher to be aware of the integration of the mandated content categories of the curriculum comprising values, higher order thinking skills and the 21st century 4Cs. The teacher's agency was consistently demonstrated in every stage of the cycle in terms of being planner, decision maker, role model, resource, scaffolder, evaluator and reflective agent. However, the roles as meaning maker and assessor need to be improved so as to enable the teacher to better prepare students to explore the properties of the text and to independently create their own text.

Key words: genre-based teaching, principled eclecticism, teacher and student agency

Kata Kunci: *genre-based teaching, principled eclecticism, teacher and student agency*