



RESEARCH ARTICLE

Identifying the Needs for a Learning Model Based on Genre in English Language Teaching: A Mixed Method Approach

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Received: Jun 30, 2024

Accepted: Sep 23, 2024

Keywords

Genre-based learning

English

Merdeka curriculum

Learning model

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ABSTRACT

The need for innovative genre-based learning models in English language instruction is investigated in this study. Given the significance of English as a global language and a required course in secondary education, this study emphasizes the need for learning models that are tailored to the demands of both educators and learners. The main objective of this research is to develop innovative genre-based learning models that enhance English language proficiency among junior high school students. This study employs a sequential explanatory design in a mixed-methods approach, involving 45 randomly selected junior high school students from Bantul Regency and purposively selected English teachers. Data collection methods included student questionnaires and in-depth interviews with teachers. The quantitative data were analyzed descriptively, while qualitative data were processed using the Miles & Huberman interactive model. The study's findings indicate that students prefer diverse teaching strategies, the integration of digital media, and contextualized learning relevant to real-life situations. Teachers, on the other hand, recognize challenges in understanding and implementing genre-based learning and express a need for adequate resources and training. Additionally, adaptations are necessary for the successful implementation of the Merdeka curriculum. These findings suggest that innovative genre-based learning models are essential to meet the needs of both students and teachers, enhancing the effectiveness of English language instruction. The implications of this study highlight the necessity for differentiated instruction in English language teaching to cater to varied learner needs. Future research should explore the development of teacher training programs and digital resources that support genre-based learning, ensuring the sustainable application of this approach in diverse educational settings.

INTRODUCTION

English serves as an international language and a mandatory subject in middle schools, essential for global communication. Akter (2024) underscores writing as a key skill in English education in countries like Bangladesh. McKay (2003) in this book predicts a rise in the use of English as a second language, emphasizing its growing significance. In Indonesia, Lauder (2008) also examines the status of English as a foreign language among a large potential learner population. Besides Nyamkhuu et al.

(2021) analyze Mongolia's English curriculum reform efforts with international bodies like Cambridge International Examinations, and Marlina (2018) notes the growing recognition of English as an International Language (EIL), indicating a shift towards its global role. Moreover, the shift to English as an International Language (EIL) addresses the growing need for global communication and collaboration in fields like business, education, and science. Consequently, English has become the predominant language for international communication, and its integration into global education systems has increased.

In countries like India, the goal of teaching English as a second language is to enhance students' proficiency in all language skills. Furthermore, researcher delves into the perceptions of English language policies in countries like Taiwan, shedding light on the impact of English as a global language on educational practices (Qayoom et al., 2021; Su, 2006). The use of technology, such as vlogs and online platforms, has been identified as a means to enhance students' motivation and confidence in learning English (Zainal & Yunus, 2022; Barzani et al., 2021). These technological advancements provide students with additional opportunities to practice and improve their English language skills.

English proficiency is vital in today's globalized world, making it essential for educational systems to prioritize it, equipping students with the skills to communicate effectively across cultures and promote international understanding. Integrating English language instruction into curricula is crucial for preparing students for future engagement (Kuzmina et al., 2021). The Independent Curriculum in Indonesia acknowledges the importance of language skills, particularly English, through project-based activities and independent learning (Pantiwati et al., 2023). While it emphasizes the Indonesian language, it also offers opportunities for students to enhance their English skills via various literacy activities. The curriculum employs student-centered methods that promote independent learning and constructivism, shifting the focus from teacher-led instruction to student-driven learning, with teachers facilitating knowledge construction and personalized learning (Idaresit Akpan et al., 2020). By fostering an environment that encourages innovation and student autonomy, the curriculum aims to equip students with essential language skills for a globalized world, using diverse teaching methods and strategies that support various learning styles and promote collaboration and continuous improvement among students.

Genre-based instructional materials are specifically designed to enhance language learning by examining different genres and their unique characteristics (Nagao, 2018). Typically, the materials focus on scaffolding linguistic features, semantic patterns, and discourse structures that are specific to different genres, thereby improving students' writing and reading comprehension abilities (Kutay Uzun & Ece Zehir Topkaya, 2018). By incorporating genre analysis theory into their teaching practices, educators can guide students in recognizing the communicative purposes and structures of diverse genres, ultimately enhancing their language proficiency and ability to navigate various types of written texts (Abdel-Malek, 2019; Pham & Bui, 2021). Genre-based teaching materials also offer several advantages in language education by improving writing abilities through a focus on discourse patterns, content, coherence, and language appropriateness, as emphasized in the process genre approach (Almacioğlu & Okan, 2018). Additionally, the genre-based approach has been successfully applied in teaching listening, helping students recognize text variations, vocabulary, and structures, ultimately improving their listening skills (Thongchalerm & Jarunthawatchai, 2020). Overall, genre-based teaching materials play a vital role in enhancing language skills across various language learning domains.

Using authentic materials in language teaching greatly enhances students' comprehension and application of language in real-life contexts. These materials, including newspapers, magazines, TV programs, and realia, expose learners to genuine language use, thereby increasing motivation by making learning relevant and engaging (Ekawati, 2019). Those research break the gap between

textbook discourse and real-world language, helping students see practical applications and develop communicative competence (Srinivas Rao, 2019). Authentic materials cater to diverse learner needs, making lessons more dynamic and interactive. Genre-based and project-based learning approaches, when combined with authentic materials, allow students to explore language nuances and usage intricacies (Almacioğlu & Okan, 2018). These methods engage students with various text types and real-world tasks, enhancing their ability to use language effectively in different contexts by involving students in authentic texts and project-based activities, teachers help them understand language and its cultural contexts more deeply (Pham & Bui, 2021; de la Torre-Neches et al., 2020). These strategies not only improve language skills but also increase cultural awareness, preparing students for effective global communication.

Language educators must judiciously select and integrate genre-based materials into their curricula to maximize their benefits (Rif'attullah, 2024). Implementing these materials effectively aids students in understanding context and language use in authentic communication scenarios. Varying levels of student, teacher, infrastructural, and support facility preparedness influence the development of this flexible curriculum (Jaya S et al., 2023). Students are central to the educational process, each possessing distinct interests, skills, and readiness for learning. Consequently, they require educational programs tailored to their individual characteristics for optimal development, necessitating differentiated education. Differentiated education aims to help students master subject matter and develop self-awareness as learners (Aikaterini & Makrina, 2022). Reasons for employing differentiated instruction include: (1) recognizing diverse student learning methods, influenced by their understanding, interests, beliefs, and attitudes towards school; (2) examining the class from multiple perspectives; (3) addressing the needs of advanced learners; and (4) spreading learning experiences to promote academic diversity (Hasanah et al., 2022). The importance of differentiated teaching is tied to achieving specific learning goals. A key goal is the active involvement of both teachers and students in the learning process. Principles of differentiated instruction include focusing on essentials, addressing student differences, integrating assessment and instruction, modifying content, process, and products, ensuring all students engage in respectful work, fostering teacher-student collaboration, balancing group and individual norms, and promoting flexible cooperation between teachers and students (Alsahhi et al., 2021).

Differentiated instruction is a teaching approach that has been applied in the English as a Foreign Language (EFL) context to enhance English language skills. Several studies have been conducted to demonstrate the value of this approach, including its impact on reading comprehension. Research has shown that using differentiated teaching methods can improve students' reading comprehension achievement levels (Adamu et al., 2020; Hasanah et al., 2022). The importance of varied learning approaches in reading instruction is evident, as they not only improve reading achievement but also motivate and challenge students (Cetinavci, 2019). Differentiated instruction also aims to help students catch up on their reading deficiencies by offering diverse learning approaches, such as grouping (Alzahrani et al., 2022), which is especially beneficial for large classes. Although there are limited studies on the use of differentiated education in speaking, listening, and writing skills, the approach is designed to harmonize learning by considering students' learning interests, preparedness, and preferences (Aikaterini & Makrina, 2022). This paradigm enables students to become autonomous learners, and when teachers collaborate on effective techniques and strategies, children can learn organically and effectively

The effectiveness of differentiated learning is partly determined by teacher preparedness, including their desire and confidence as well as their comprehension of the idea of varied instruction. Differentiated instruction addresses individual student needs by customizing the learning process according to their styles, interests, and abilities (Hinojosa, 2023). Widya et al. (2021) note the challenges teachers face in implementing these strategies due to varied student needs. van Schijndel et al. (2018) describes differentiated instruction as a dynamic approach that considers students'

readiness, profiles, interests, and abilities, fostering their potential. This approach also boosts student motivation by aligning with their characteristics. Thus, differentiated instruction not only meets individual learning needs but also enhances motivation through customized approaches.

The application of differentiated instruction in the context of education often faces challenges and lack of resources. Several studies have highlighted various barriers encountered in implementing differentiated instruction, such as limited supplies, overcrowded classes, and lack of specialized training for teachers (Kanapathy, 2024). Nevertheless, teachers' commitment to overcoming these challenges, demonstrated through various instructional practices, emphasizes the dynamic interaction between perception and the complex reality of implementing differentiated instruction in the classroom (Mutmainah, 2023). Additionally, research has also shown that the implementation of differentiated instruction still needs to be improved in Indonesian schools (Ristiyati, 2023). Although there are challenges such as the time required and pressure on teachers in implementing differentiated instruction, this approach has advantages that can influence the learning process of students, future learning attitudes, and success in the future (Mardhatillah & Suharyadi, 2023). Therefore, a deep understanding of these challenges and innovations in instructional strategies is crucial in improving the effectiveness of differentiated instruction in the educational environment.

In the EFL context, genre/text-based learning addresses four language competencies, with scholars concentrating on writing skills development (Abdel-Malek, 2019; Cheng, 2021). Research shows that genre/text-based education enhances writing proficiency by elucidating the function of lexicogrammatical elements through purposeful writing (Qayoom et al., 2021). Nagao (2018) categorizes genre/text-based learning into meaningful texts linked to social contexts and reading texts with unique linguistic features. Integrating social context in instruction aids content interpretation, and collaborative efforts in genre-based education boost students' enthusiasm and confidence in text production (Ahn, 2012). Additionally, genre-based instruction improves reading comprehension and achievement (Pham & Bui, 2021). Most studies affirm the success of genre/text-based teaching in enhancing reading abilities, emphasizing the need for techniques to help students grasp language elements, consistent with the genre-based focus on linguistic features within the teaching cycle.

English learning materials require continuous assessment and improvement to cater to the evolving needs of learners and educators. The lack of accessible assessment literacy materials leads to a one-size-fits-all approach, disregarding local contexts, as assessment literacy is socially constructed (Luo et al., 2019). The global rise in test usage has resulted in high-stakes decisions made by users with limited assessment knowledge, complicating effective material usage (Yao et al., 2022). The assessment use argument (AUA) framework is crucial for ensuring the relevance and effectiveness of language assessments by linking performance to use and addressing validity and accountability (Bachman, 2013). Rapid technological advancements have not always led to effective educational practices, necessitating ongoing evaluation and adaptation of digital learning tools (Hollman et al., 2019). These insights highlight the importance of continuous assessment and innovative strategies to overcome challenges in current English learning materials, ensuring their effectiveness and adaptability for diverse learners.

Currently, there are cases where the teaching materials in the English subject are not effective enough to support optimal learning. For example, research by Yue (2017) highlights that the development computer multimedia assisted English vocabulary could enhance the skill of students speaking and remembering each of vocabulary that they learn during learning activities. This creates a gap (gap) between the needs of students for engaging learning materials and the digital teaching materials that do not meet those needs. Analysis of this example shows that there is a mismatch between the teaching methods used and the interests and needs of students.

In this context, the gap created between less effective English teaching materials and students' needs for engaging and relevant learning can hinder optimal learning processes. Research by Azmi &

Widiaty (2021) showed that the development of web-based learning materials based on students' learning styles can improve student learning outcomes, but this has not yet occurred in the context of English teaching materials. Therefore, there is a need to identify the existing gaps and develop teaching materials that are more appropriate to students' needs so that the learning process can run optimally. Genre-based teaching materials have emerged as a notable innovation in language learning, as evidenced by various studies. In Indonesian primary schools, genre-based digital storytelling positively influences students' literacy and technological skills (Liu et al., 2024). In accordance with this finding, educators can incorporate genre-based teaching strategies in their writing curriculum to improve students' writing skills and better equip them for academic and professional writing tasks. Innovation in genre-based materials for English language learning addresses this gap by offering engaging, relevant content that supports comprehensive language understanding. Consequently, genre-based instructional innovation not only makes learning more engaging but also improves the effectiveness of English language education.

This research represents the first step in a sequence of investigations aimed at exploring the needs of educators and students regarding English teaching methodologies based on particular text or genre categories. Understanding the diverse educational perspectives of differentiated instruction, it is essential to tailor instruction for optimal learning experiences, despite individual variations. This study introduces a new approach that integrates genre-based teaching with differentiated instruction, a method that has not been widely implemented in the context of the Indonesian Curriculum. The innovative approach is expected to make a significant contribution to the field of English language education.

This study holds both practical and theoretical significance in advancing English language instruction within the Indonesian educational context. Theoretically, it introduces an innovative approach by integrating genre-based teaching with differentiated instruction, offering a unique framework that aligns with the Kurikulum Merdeka principles. This integration fills a gap in the current literature by addressing the need for adaptable teaching strategies that cater to diverse learning needs, profiles, and interests of students. Practically, the findings provide valuable insights for educators in developing teaching models that are responsive to individual differences, thereby enhancing student engagement and language proficiency. By highlighting the challenges and strategies for implementing differentiated instruction within a genre-based approach, this study serves as a practical guide for teachers aiming to adopt more inclusive and effective teaching practices in their classrooms. Furthermore, it offers policymakers a framework for developing training programs and resources that support the successful implementation of differentiated instruction, ultimately contributing to improved English language education in vocational settings.

As a result, the researchers analyzed the needs of teachers and students regarding teaching materials that aim to meet the diverse needs, interests, and profiles of students. This analysis primarily focuses on meeting the diversity of students. Furthermore, in terms of achieving the goal of meeting the characteristics of students, different ideals of education align with the characteristics of the Independence Curriculum. Teaching based on genre or text-based methods is recommended to create a teaching design for English language learning because it aligns with the basic principles and learning concepts. All components of learning, including students, teachers, learning tools, resources, procedures, assessments, and learning environments, are consistent with different learning, including teaching based on genre or text-based methods.

CONCEPTUAL FRAMEWORK

Accommodating students' needs based on their interests and learning profiles is vital for making language learning relevant (Teng, 2023). Teachers can identify suitable materials, strategies, and assessments for diverse students. In text-based teaching, teachers also instill values such as respect, comparative advantage, cooperation, collaboration, and attentive listening. These humanist

principles enhance motivation and comfort in learning (Ismail & Al Allaq, 2019). Differentiated education principles align with the genre-based or text-based approach, allowing integration of differentiated instruction with genre-based English teaching. This research aims to develop a model for English genre-based materials aligned with the differentiated instruction paradigm.

This study posits that values in genre-based and differentiated instruction, such as autonomy, perseverance, respect, collaboration, and critical thinking, are similar, enabling their coexistence. Postholm (2018) suggests teachers can differentiate instruction based on students' learning profiles, interests, and readiness. Students' readiness directly affects their ability to acquire necessary skills, knowledge, and understanding. Various methods can assess readiness, including learning preference checklists, short-answer questions, skill assessments, writing samples, and interest inventories. This study will use short-answer responses and guided observation for assessment.

The learning objectives for English at phase D (junior high school) are outlined in its outcomes. By the end of this phase, students can communicate in various formal and informal contexts using oral, written, and visual English. They utilize diverse text types, including narrative, description, process, special texts (brief messages, adverts), and real texts, to express their desires and emotions (Ledia & Bustam, 2023). The Merdeka Curriculum, prevalent in primary, secondary, and higher education, allows teachers to create high-quality, tailored lessons. It emphasizes key content, flexible learning, and the development of soft skills and character through projects that enhance the Pancasila student profile. The Kurikulum Merdeka aims to meet students' learning quality needs, fostering a differentiated learning system. Consequently, differentiated teaching is a key principle of this autonomous curriculum.

Differentiated instruction in the autonomous curriculum tailors intra-curricular learning to each student's interests, needs, learning preferences, and traits (Mutmainah, 2023). Teachers can create educational resources that meet these requirements. For English instruction, a differentiated teaching technique is recommended by the flexible curriculum. Principles of differentiated instruction underpin English learning, emphasizing that teachers must address student differences (Kanapathy, 2024). English teachers should develop varied teaching materials based on this principle, including materials, procedures, and products. In practice, teachers collaborate with students to align with their needs, interests, and profiles. Recently, Indonesia has implemented this learning method through the autonomous curriculum policy, particularly in the Kurikulum Fleksibel.

In fact, challenges exist in applying the differentiated education strategy. The challenges faced are related to the role of the instructor, the setting for learning, the students, and the infrastructure. Many instructors feel overwhelmed since differentiated teaching is a relatively new idea in Indonesian education. Teachers believe that using diversified education is a waste of time since it necessitates extensive planning and several learning methodologies (Baier et al., 2019). Differentiated instruction is generally difficult to implement due to a variety of factors, including low knowledge of DI and methods for implementing DI, time constraints, large class sizes, a lack of facilities and resources, students, the curriculum, and the nature of DI (Gheysens et al., 2022; Çeken & Taşkın, 2022).

Language learning techniques are continually evolving. A genre-based approach, rooted in communicative language education, is recommended for teachers implementing the Kurikulum Merdeka (Yasmansyah & Sesmiarni, 2022). Subsequent adaptations of this approach have led to text-based instruction. Scholars use genre-based or text-based methods to enhance English learning effectiveness (Pham & Bui, 2021; Ganapathy et al., 2022). The principles of these methods significantly impact the improvement of English learners' receptive and productive skills. Text-based instruction aligns with Kurikulum Merdeka's goals and differentiated learning concepts, including collaborative learning between students and instructors.

METHOD

Research Design

This study employs a mixed methods approach (McKim, 2017) to comprehensively address the research questions, combining both quantitative and qualitative data to provide a more in-depth understanding of the research problem. Specifically, a **sequential explanatory design** (Cresswell et al., 2003) was adopted, where the quantitative phase is conducted first to gather initial data, followed by a qualitative phase to further explain and interpret the quantitative results. In the quantitative phase, surveys were administered to a sample of junior high school students to gather data on their preferences, learning needs, and challenges related to English language learning. The qualitative phase then involved in-depth interviews with selected English teachers to gain deeper insights into the findings from the quantitative data, exploring the reasons behind certain trends and student behaviors. This approach not only allows for a more comprehensive analysis but also ensures that the qualitative data enriches and validates the quantitative findings, leading to a more robust and nuanced understanding of the study's objectives. An illustration of the research model is depicted in Figure 1.

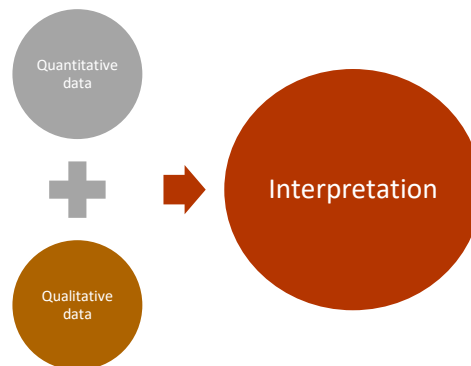


Figure 1: Sequential Explanatory Design

Research Subject

For quantitative data collection, the research subject consists of 45 junior high school students (SMP) from the Bantul district who will participate in filling out an adapted questionnaire analysis needs (Ormancı & Çepni, 2020). For qualitative data collection, the research subject is an English teacher, and the sample selection uses purposive sampling technique (Sugiyono, 2018) to ensure data collected meets the research requirements and can answer the research questions.

Data Collection Technique and Instruments

Quantitative data was collected using a questionnaire analysis tool adapted from previous research (Budiarto et al., 2021; Zhou, 2021). Qualitative data was collected through interviews with teachers. The instrument for collecting qualitative data included a guide for conducting interviews that had been adopted from previous research (Ariusnita & Bayu, 2023). This instrument was validated by the supervising professor, who had a doctoral background in education, as a form of instrument validation through expert assessment (Utama et al., 2020). The table below shows the checklist for the student questionnaire and a list of questions for the teacher, respectively, explained in detail in tables 1 and 2.

Table 1: Grid for interview guidelines with teachers

No	Aspect	Indicator	Item
1	Learning Strategy and Media	Use of learning strategies	2

		Use of learning media	2
		Facilities that support teaching	1
2	Adoption of the Implemented Curriculum	Implementation of a genre-based curriculum	2
3	Achievement of Student Learning Outcomes	Student achievement	2
4	Specific Teacher Needs	Special needs for genre-based teaching	3
5	Differentiated Teaching	Experiences and challenges in differentiated learning	3

Table 2: Student needs analysis questionnaire grid

No	Aspect	Indicator	Item
1	Reading Comprehension and Interest	Ease of understanding the material and interest in reading books	4
2	Motivation and Learning Activities	Learning motivation and preferences for learning activities	6
3	Text Based Learning	Desire to learn descriptive, procedural, narrative, expository texts	7
4	Use of Media and ICT in Learning	Preference for learning media and ICT technology	3
5	Special Needs and Skills Acquisition	Special need to improve English language skills	6
6	Learning Method Preferences	Students' preferred learning methods	4

Data Analysis Techniques

The analysis of the obtained data will be conducted using appropriate methods based on the nature of the data. Quantitative data will be analyzed descriptively in terms of percentages to provide a numerical overview of student needs (Mahvelati, 2021). Meanwhile, qualitative data will be analyzed using an interactive model adopted from Miles & Huberman (Miles et al., 2016), which involves data collection processes, data reduction, presentation of data, and verification or conclusion. An illustration of the qualitative data analysis technique is depicted in figure 2.

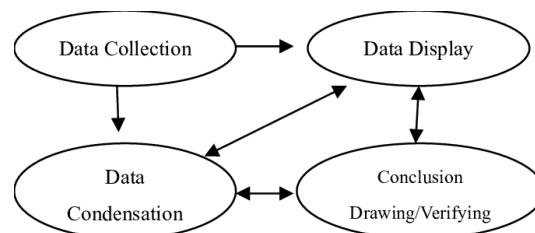


Figure 2: Interactive Analysis

Basically, these two analysis techniques are used to mutually strengthen findings based on quantitative and qualitative instruments, so that they are in line with the research objectives. The research procedure commenced with the collection of quantitative data through a needs analysis

questionnaire completed by students in their first year of high school. Subsequently, qualitative data was gathered through interviews with English teachers. The collected data was then analyzed according to the explained techniques of data analysis, appropriate for the type of data obtained. The results of the quantitative and qualitative data analysis will serve as the basis for explaining the research findings, thus providing in-depth insights into the needs of both teachers and students in the context of developing instructional materials based on the genre approach and differentiated instruction.

RESULTS

In the Results section, summarize the collected data and the analysis performed on those data relevant to the discourse that is to follow. Report the data in sufficient detail to justify your conclusions. Mention all relevant results, including those that run counter to expectation; be sure to include small effect sizes (or statistically nonsignificant findings) when theory predicts large (or statistically significant) ones. Do not hide uncomfortable results by omission. Do not include individual scores or raw data with the exception, for example, of single-case designs or illustrative examples. In the spirit of data sharing (encouraged by APA and other professional associations and sometimes required by funding agencies), raw data, including study characteristics and individual effect sizes used in a meta-analysis, can be made available on supplemental online archives.

English Teachers' Needs in Genre-Based Teaching with a Differentiated Approach

This needs identification activity was carried out by conducting interviews with several junior secondary level English subject teachers in the Bantul Regency area. The following are the results of the analysis of interview activities with two English subject teachers. The identification of this need was carried out by conducting interviews with several English teachers from Bantul Regency's junior high school area. Below are the results of the analysis of the interview with two English teachers. The first teacher, whom the researcher referred to as Mrs. AD, explained that in her use of teaching strategies, she often relied on group discussions and presentations to encourage active student participation. However, she stated that she had not fully understood and applied learning based on genre in developing teaching materials.

"We are still in the adjustment phase with the Merdeka curriculum," she said. The learning media she uses are mostly textbooks and learning videos from the internet. Mrs. AD also added that the facilities available at the school are quite supportive, although sometimes they lack access to more advanced technology.

In implementing the genre-based curriculum, Mrs. AD acknowledged that she has not fully integrated this approach into her teaching materials. "There is still a lot to learn, especially in how to develop teaching materials that align with the genres being taught" she said. Regarding student learning outcomes, Mrs. AD observed an improvement, especially in students' speaking and writing skills, although overall achievement still needs to be enhanced.

When asked about specific needs for genre-based teaching, Mrs. AD stated that she requires more training and relevant resources. "The biggest challenge is the lack of genre-based teaching material examples that can be used as references" she explained. Regarding differentiated teaching, Mrs. AD shared her quite challenging experience. "Every student has different needs, and it is difficult to adjust the material to meet each one's needs" she said.

Additionally, the analysis of the second interview with the researcher's teacher, referred to as Mr. BT, revealed slightly differing perspectives. In terms of instructional strategies, Mr. BT places a greater emphasis on interactive lectures and individual practice. He believes that this method is more effective in ensuring that students understand the material. However, like Mrs. AD, Mr. BT has not fully adopted genre-based learning. He stated, "I am still trying to understand the concept and the

best way to apply it." Mr. BT's use of instructional media is quite diverse, including the use of PowerPoint presentations and online learning apps. Regarding facilities, Mr. BT is satisfied with the availability of comfortable classrooms and adequate internet access. In terms of implementing the genre-based curriculum, he faces the same challenges as Mrs. AD. He stated, "The Merdeka curriculum is still new for us, so we are still in the adaptation process."

The performance of student learning in Mr. BT's class demonstrates varied results. "Some students have shown significant improvement, especially in reading comprehension, but others still require considerable guidance" he clarified. Mr. BT also felt the need for specific instruction based on genre. "We need more workshops and training on how to develop teaching materials based on genre," he stated. In differentiated teaching, Mr. BT assessed that this approach was crucial, especially in classes with diverse abilities. "Adapting the material to the needs of the students is indeed challenging, but I believe this is an effective way to help each student reach their potential," he commented.

From the results of this interview, it can be concluded that both English teachers at junior high school Bantul district are still in the adaptive stage in terms of the Merdeka curriculum and have not fully utilized learning based on genre in developing teaching materials. The need for training and relevant resources is one of the main challenges they face in implementing this new curriculum. Meanwhile, content analysis was also conducted by coding keywords or frequently occurring words in the interview activities. The results of coding the teacher interviews are presented in table 3.

Table 3: Interview Content Analysis

No	Code	Description Code	Example Keyword	Frequency
1	STRATEGY	The use of learning strategies in teaching English	Group discussions, presentations, lectures, individual exercises	6
2	MEDIA	Use of learning media in teaching English	Textbooks, learning videos, PowerPoint, online learning applications	6
3	FACILITY	Availability and condition of facilities that support teaching	Facilities, technological devices, internet access	3
4	GENRE	Understanding and application of genre-based learning	Genre-based learning, genre-based curriculum	8
5	CURRICULUM	Implementation and adaptation of the Merdeka curriculum	Independent Curriculum, adaptation, adjustment	5
6	LEARNING OUTCOMES	Achievement of student learning outcomes in learning English	Learning achievement, speaking ability, writing ability, reading comprehension	4
7	NEED	Teachers' special needs for genre-based teaching	Training, resources, workshops	4
8	CHALLENGE	Experiences and challenges in differentiated teaching	Challenges, different needs, adapting materials	5

Referring to the table above, it appears that during interviews with two English teachers from Bantul's rural junior high school, the most frequently discussed topic included strategies for learning like group discussions and lectures (6 times), as well as the use of media such as textbooks and online learning apps (6 times). Teachers also emphasized the importance of support facilities like internet access (3 times). Although adapting to the Merdeka curriculum (5 times), the implementation of genre-based learning still poses a significant challenge (8 times). They acknowledged the need for training and resources (4 times) and faced challenges in differentiated instruction (5 times). The students' learning outcomes, particularly in speaking and writing skills, were also a key area of focus (4 times).

Interviews with two English teachers in a Bantul junior high school reveal their adaptation to the Merdeka curriculum. The analysis indicates a need for a teaching model based on the genre concept. Both teachers have experimented with various strategies and media but struggle with understanding and implementing genre-based learning. Despite adequate but improving facilities, there is a pressing need for training and resources to develop effective teaching materials. This model should address challenges in adapting to the Merdeka curriculum and differentiated teaching, aiming to enhance students' speaking and writing skills. This need analysis is essential for designing a solution to support genre-based English learning in schools.

Junior high school students' needs for Genre-based English Language Learning Models

Students, as learners, must recognize how their own perspectives and learning needs can aid in acquiring English vocabulary, which may be challenging in terms of writing and pronunciation. This section presents the outcomes of the needs analysis from the students' perspective on Genre-based English learning, based on their opinions and the current state of English learning. A needs analysis questionnaire was distributed to 45 junior high school students in the Bantul Regency, including several representative indicators and aspects, totaling 30 statements. The purpose is to efficiently reveal pertinent information for the research objectives regarding English language learning innovations. The results of the needs analysis questionnaire are shown in table 4 below.

Table 4: Results of the Needs Analysis Questionnaire

No	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
A1	I easily understand English material through reading.	13,3%	57,8%	28,9%	
A2	I like reading English books because the topics are interesting.	64,4%	6,7%	28,9%	
A3	I am enthusiastic about reading English books because the assignments and learning activities are varied and fun	62,2%	11,1%	26,7%	
B4	I don't understand the types of texts in English.	60%	17,8%	20%	2,2%
C1	I learn English from something easy first and then a bit more complicated.	64,4%	15,6%	17,8%	
C4	English text material suits my interests.	48,9%	11,1%	40%	

C8	In language skills, I prefer to study with texts that vary according to the level of difficulty.	62,2%	28,9%	8,9%	
D3	I like learning English through songs, films or short stories.	37,8%	42,2%	20%	
D4	English materials are better in digital form.	66,7%	15,6%	17,8%	
D9	I like learning through examples of how English is used in everyday life.	53,3%	6,7%	40%	

Referring to Table 4 above, the analysis of student needs for grade VII students in Bantul district's junior high school shows that most students find it easy to understand the English subject through reading (71.1%) and enjoy reading English books because the topics are interesting (64.4%). However, there is still a gap in the understanding of different types of texts in English, with 60% of students admitting to difficulty. Most students also prefer to learn English from easy to difficult (80%), indicating the importance of a gradual approach in teaching. Although 48.9% of students feel that the text material is appropriate for their interests, 40% disagree, indicating the need for diversification of teaching materials. Students' preference for digital media is very high (66.7%), and they prefer to learn through songs, films, or short stories (80%). In addition, 53.3% of students really enjoy learning through examples of English language usage in everyday life. In conclusion, this need analysis emphasizes English language learning based on genre should integrate a gradual approach, digital media, and relevant contextual methods that are relevant to the daily lives of students to improve learning effectiveness and student engagement.

Analyzing interviews with teachers and student surveys reveals both commonalities and differences in the needs and challenges of teaching English for Specific Purposes (ESP) by genre. Teachers identify the main challenge as understanding and applying genre-based learning, requiring proper training and resources. They also highlight the need for support facilities and curriculum adaptation in the Merdeka curriculum. Conversely, students prefer varied teaching methods, digital media usage, and contextually relevant approaches that align with their daily lives. They also emphasize the importance of a step-by-step learning approach which allows learners to build their knowledge and skills gradually and effectively. To develop an effective genre-based English teaching model, it is crucial to address the needs of both teachers and students. This model should incorporate a step-by-step approach, digital media, contextual methods, and provide adequate training and resources for educators. Such integration aims to enhance teaching effectiveness and student engagement while tackling the challenges of the Merdeka curriculum and differentiated learning. Needs analysis is fundamental for designing suitable and effective solutions to support genre-based English teaching in schools.

DISCUSSION

Drawing on the findings of our interviews and surveys, it is evident that teachers primarily strive to create innovative teaching strategies from their perspective, in order to genuinely facilitate students' learning of English more optimally. Therefore, analyzing and identifying teachers' needs in preparing instructional innovations is a crucial step towards creating a beneficial learning experience. It is crucial to recognize and understand the learning preferences of students when tailoring English language teaching strategies. Research demonstrates that teachers' awareness of the diversity of learning strategies among students is critical for enhancing the learning and teaching process (Nur & Yusuf, 2022). Comprehending students' learning preferences, such as Perceptual Learning Style Preferences (PLSPs), is essential for every teacher to increase the effectiveness of instruction and learning (Balaraman & Shah, 2022). Unfortunately, many teachers are not aware of the learning

preferences of their students, which hampers their ability to consider individual students' needs and optimize teaching methods (Noviska, 2023; Sari, 2018). In the context of English language teaching, understanding students' learning preferences can help teachers adapt instructional approaches, such as genre-based and project-based approaches, to facilitate students' comprehension of the nuances and intricacies of language use in everyday life (Dema, 2021; Yong & Saad, 2023). Therefore, considering students' learning preferences in English language teaching can enhance the quality of learning and enable students to achieve a deeper and more applicable understanding of language use in real-life communication contexts.

While some evidence suggests that learning styles may not significantly affect academic outcomes, there is also evidence to the contrary, indicating that a better alignment of teaching methods with student preferences can enhance engagement and performance (Isa & Azid, 2021). Therefore, educators should strive to understand and accommodate the varied learning preferences of their students to optimize the educational experience (Schunk, 2012).

The need analysis was conducted not only from the perspective of teachers, but also to see how students preferred various learning activities in English. Given that students are the subjects of learning who will benefit from the innovations in teaching made by teachers, the results of this study indicate that students prefer a variety of learning methods, the use of digital media, and contextual approaches relevant to their daily lives. Moreover, students emphasize the importance of a gradual approach in English learning. As we know, learning English as a foreign language involves a range of methods and approaches designed to cater to different learning styles and needs. However, contemporary educational techniques have introduced more interactive and engaging approaches that cater to diverse learning styles and preferences, reducing the stress and anxiety often associated with traditional teaching methods (Schunk & DiBenedetto, 2021). Traditional methods often include instructor-led lessons, reliance on texts, and memorization of grammar and composition rules, which can lead to students feeling apprehensive and uncomfortable (Astrid & Hasanah, 2022). Educators have developed and implemented diverse methodologies to address these challenges. For instance, interactive learning methods, such as the integration of multiple intelligences and situational language teaching in classroom activities can make learning more enjoyable and effective by catering to the varied strengths of students (Wang et al., 2019). These methods expedite the learning process and enhance language proficiency quality. By integrating diverse approaches, educators can craft a comprehensive and dynamic learning experience tailored to individual student needs, promoting natural and effective English language acquisition.

Studies highlight the efficacy of innovative genre-based learning models for English language learners and the necessity for context-specific adaptations. The Genre Based Approach (GBA) has been shown to improve students' writing skills by offering cognitive insights and engaging them affectively, thus being recommended for educational curricula, including vocational schools in Indonesia (Pham & Bui, 2021). However, implementing GBA in rural Thai schools indicated the need for a customized approach for low English proficiency students. This led to the creation of the TIGA model, which combines task-based learning, target language input, genre-based approach, and authentic assessment, significantly boosting students' English proficiency and engagement (Cheng, 2021). Additionally, GBA's application in teaching listening skills demonstrated its capacity to help students recognize text variations, vocabulary, and structures, which are crucial for the listening process (Gintings, 2020). The Sydney School's three-phase model further highlights the importance of collaborative identification of genre characteristics and guided text construction, emphasizing the teacher's role in motivating and guiding students through real communicative situations (Ahn, 2012). In Indonesia, the need for a modified GBA cycle to accommodate the EFL curriculum led to the development of a systematic instructional design that integrates mandated contents and provides a structured approach to teaching texts and developing language skills (Pardede, 2020). These studies collectively underscore the need for innovative, context-specific adaptations of genre-based learning

models to address diverse educational needs, boost student engagement, and enhance language proficiency across various settings. Educators must consider the unique challenges and opportunities of digital learning environments and develop strategies that harness technology to effectively implement genre-based learning models.

The genre-based learning approach offers several advantages in teaching English language skills in junior high school. In the Indonesian context, this approach has been proven to be effective in enhancing students' creativity in writing and improving their knowledge of grammar, subject matter, and writing style conventions in academic contexts (Liu et al., 2024). This approach aids students in understanding and applying diverse English writing genres, ultimately enhancing their communication skills. The genre-based learning model innovatively and effectively improves junior high school students' English language proficiency (Pham & Bui, 2021; Gonzalez-Dios & Rigau, 2020). By emphasizing genre, it not only boosts creative writing skills but also deepens comprehension of English grammar, contextual language use, and academic writing conventions, all crucial for English learning at this level. This research prioritizes addressing both teachers' and students' needs to innovate learning through a genre-based teaching model. Empirical evidence indicates that genre-based learning fosters a dynamic environment that enhances students' English skills, both actively and passively. Thus, genre-based learning enables students to learn more effectively and improve their capacity to write logical, structured arguments across various genres, such as speeches and essays.

Generally, both various research results and field data suggest that there are significant benefits from the application of genre-based learning models, especially for English language learning. Moreover, empirical data from interview results show that teachers have been adapting to the requirements and policies of the new curriculum they adopt, namely the Merdeka curriculum. Despite the Merdeka curriculum's promotion of student-centered learning, the identification process is time-consuming, hindering teachers' ability to innovate. Developing a genre-based learning model could help teachers optimize student learning. However, this study is limited to analyzing needs from the perspectives of teachers and students, excluding views from parents, administrators, or policymakers. It focuses solely on genre-based learning without comparing it to other potentially effective methods. Furthermore, the limited sample size and demographic variation may impact the study's generalizability.

CONCLUSIONS AND RECOMMENDATIONS

Through a range of activities conducted in this study, it has been demonstrated that the current process of learning the English language is not optimal in improving students' English language skills, both in written and oral form. Several factors and challenges faced by teachers hinder their ability to innovate, despite students' desire for engaging and enjoyable English language learning activities. The integration of various research findings led to the theoretical conclusion that the genre approach, when combined with differentiated instruction, can be effectively applied to English language learning, enhancing students' skills and competencies in English subjects. This suggests that adopting a genre-based learning model with a differentiated approach can provide educators with practical strategies to address diverse student needs, ultimately leading to more effective and engaging English language instruction.

However, the study has its limitations. The sample size was limited to a specific region, which may not fully represent the broader population of students and educators. Additionally, the study primarily focused on junior high school students, so the findings may not be entirely applicable to other education levels or contexts. For future research, it is recommended to conduct studies with a larger and more diverse sample across different regions and education levels to validate and expand on the findings. Further investigation into how genre-based learning models can be adapted to various teaching environments, including those with limited resources, would also be valuable.

Moreover, exploring the long-term impact of this approach on students' English proficiency over an extended period can provide deeper insights into its effectiveness.

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