

Portraying Systemic Functional Linguistics Genre-based Approach in Kurikulum Merdeka in EFL Senior High School

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ABSTRACT

Due to the change of the curriculum in Indonesia into *Kurikulum Merdeka*, the government still recommends the Genre Based Approach (GBA) in teaching English. Nevertheless, the study centering on how this approach was implemented in the latest curriculum is still very few. Hence, this study aims to portray the implementation of SFL-GBA in *Kurikulum Merdeka* in English as a Foreign Language (EFL) classroom. A qualitative case study research design was employed. This study was conducted in a public senior high school in West Java, involving one purposive English teacher as the research participant. In collecting the data, classroom observation and interviews were used and analyzed using inductive analysis. The results indicate that almost all stages of SFL-GBA stages were implemented by the teacher. Specifically, at the final stage (Independent Construction of the Text), the teacher missed the important activity; that is, giving corrective feedback. Therefore, it is expected to teachers in having more effective classroom management to employ the complete stages of SFL-GBA approach.

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1. INTRODUCTION

In the Indonesian educational context, the word 'genre' has often become a hot issue for teaching and learning languages since it has been applied from primary to tertiary levels of education, especially in teaching texts. Genre is simply defined as a type of text, both spoken and written, in which there is a relationship between language and its social function (Dirgeyasa, 2016; Knapp, 2005; Martin, 2009). Genre itself is used as a benchmark in language learning in Indonesia, especially in English (Nathalia Graziella et al., 2023). This is evidenced by the teaching of various types of texts/genres in the classroom as an effort to develop students' language skills (Kurikulum-Kemdikbud, n.d.). It can be simplified that the term 'genre' in the context of teaching English refers to various types of texts used in social contexts either oral or written (Dirgeyasa, 2016). Thus, in developing Indonesian curricula, the government has made genre as the recommended approach called Genre-based Approach (GBA).

GBA as one of approach to teach language and literacy, incorporates the mastery of genre and its teaching into educational programs explicitly about how language works to create meaning (Ahn, 2012; B. Derewianka, 2003; Ken Hyland, 2007) where it is based on Systemic Functional Linguistic (SFL) theory by Halliday in 1978,1994 (Firkins et al., 2007). The purpose of this approach is to help students successfully communicate based on certain goals by maintaining language characteristics and to provide experience in using English texts in factual, conceptual, and procedural knowledge (Kurikulum Merdeka, 2022). In curriculum context, especially the English curriculum, SFL-GBA advantage students to enable them to improve their English competence through understanding text and its social functions, textual organization, and language features in the right context (Wijaya, 2020). Therefore, the implementation of SFL-GBA as an approach in English classes has been realized from its use in Indonesia's language curriculum.

In the context of English learning and teaching in Indonesia, SFL-GBA was first introduced in 2004, as part of the curriculum which was further developed into the KTSP (School-Based Curriculum), where a curriculum and syllabus development approach model used text-based learning and was seen as the best methodology for text-based curriculum incorporated in KTSP (Made Sujana et al., 2010; Wijayanti et al., n.d.). Furthermore, the SFL-GBA is more updated and becomes an acceptable alternative approach for teaching English in the 2013 curriculum or commonly called K-13 (Atmazaki, 2013; Kementrian Pendidikan dan Kebudayaan, n.d.; TEFLIN, 2013). In the newest curriculum, Kurikulum Merdeka, the approach used in learning English, in general, is a text-based approach (Genre-based Approach) where SFL is also used as a theory as stated in SK BSKAP No. 8 of 2022 on Kurikulum Merdeka 2022. In terms of its use in the language curriculum, it can be emphasized that SFL-GBA is still a relevant approach in the teaching and learning process to be implemented by teachers in English classrooms in Indonesia.

Moreover, in Kurikulum Merdeka 2022, the stages of implementation of SFL-GBA are clearly stated to guide teachers to apply the approach in the classroom. It adopts a teaching and learning cycle from Emilia (2011) that consists of four stages namely, 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 first stage, BKoF, the teacher builds students' knowledge or background knowledge of the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text being taught. In the second stage, MoT, the teacher provides a model/example of the text as a reference for students in producing works, both written and spoken. In the third stage, JCoT, the teacher guides students and jointly produces texts. For the fourth stage, ICoT, students produce spoken and written texts independently. The explanation of the stages above is written in SK BSKAP No. 8 of 2022 on Kurikulum Merdeka 2022, quoted from Emilia, 2011.

Based on the elaboration above about the SFL-GBA, its definition, purposes, advantages, and stages, there are several issues that appear in terms of the teachers' implementation and the application in *Kurikulum Merdeka*. It is found that many teachers have not been able to implement the approach properly in the teaching and learning process (Rini et al., 2021). In fact, in the present curriculum, SFL-GBA is used as an approach in teaching English (Kurikulum-Kemdikbud, n.d.; Kurikulum Merdeka, 2022). Other problems also arise such as the teacher's lack of knowledge of the theory of SFL GBA, the realization of each stage of SFL GBA in classes that are not appropriate, most of the practice of SFL GBA does not involve the stages of teaching as outlined in the original pedagogy, teachers usually place SFL GBA in writing skills or only focus on one skill and ignore other language skills such as speaking and listening, and there is still a lack of training in this approach behind the pressure from the curriculum (Ardiansah, 2017; Rini et al., 2021; Suharyadi & Basthomi, 2020). Thus, those problems must be considered by the educators.

In addition, to strengthen the evidence that there are several issues regarding SFL-GBA, research on implementing SFL-GBA in the classroom has been studied in several countries including Thailand, Indonesia, Vietnam, Malaysia, the Philippines, Cambodia, and Singapore. Sritrakarn (2022) found that in all of these countries, especially in the context of education, they did not touch on the implementation of SFL GBA in the classroom, but only focused on genre variations and writing skills. It is also supported by Piriyaasilpa (2016) that in Thailand research on SFL GBA only focuses on writing classes and rarely analyzes for other purposes. In implementing this approach it is found that many teachers ignore other language skills and only focus on one skill. In fact, educators in various countries such as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden, and Thailand have used a genre-based approach in developing their syllabus, materials, and curriculum (B. Derewianka, 2003). However, it is still found in several countries other than Indonesia such as Australia, Thailand, and China that both teachers and students still have minimal knowledge regarding the term SFL-GBA and also on understanding of the stages (Pujiyanto et al., 2014; Sritrakarn, 2022; Ueasiriphan & Tangkiengsirisin, 2019). Thus, in implementing it, teachers are expected to have deepened their knowledge and understanding of SFL-GBA.

Regarding the implementation of SFL-GBA in the teaching and learning process conducted in Indonesia, especially in English classrooms, several studies have been conducted (Ardiansah, 2017; Kartika-Ningsih & Gunawan, 2019; Pujiastuti et al., 2014; Rini et al., 2021; Suharyadi & Basthomi, 2020; Ummah, 2019). From these studies, it was concluded that teachers already know the term SFL-GBA but still cannot implement the stages perfectly, even if there are, teachers cannot apply them in concert with theory. This is due to the teacher's lack of knowledge and the need to explore this approach more. All of these studies recommend the need for training regarding the implementation of SFL-GBA. In addition, concerning the use of SFL-GBA in the curriculum in Indonesia (Amalia, 2014; Devira & Fadlia, 2017; Nurlaelawati & Novianti, 2017; Rini et al., 2021), several studies were found with conclusions stating that the use of this approach in the curriculum is recommended even though in direct application, there are still few teachers who fully understand how to implement it in the classroom.

Based on the previous studies above, further discussion is needed regarding the application of SFL-GBA in the latest curriculum (*Kurikulum Merdeka*) and its implementation in detail per stage. Considering that the studies above are in the period from the application of the *Kurikulum* 2004 to the K-13. Therefore, this study aims to portray the implementation of SFL GBA in *Kurikulum Merdeka* in an English senior high school classroom, with the following research question: How is SFL-GBA implemented in *Kurikulum Merdeka* in EFL senior high school?

2. METHOD

This research used qualitative research. Furthermore, a qualitative investigation in the form of a case study design will be used to get the best answer for the study. Qualitative case study research design allows the researcher to concentrate on a single group of participants (Hamied, 2017; Yin, 2014) and can be generated some particular themes and theoretical ideas that lead to a better understanding of a phenomenon (Creswell, 2003). It is considered appropriate because this case is unique because of the limited research that examines the implementation of SFL-GBA based on its stages and in the latest curriculum (Creswell, 2003; Yin, 2003).

The participant in this study was an English teacher at a public high school in a district in West Jawa whose teacher had experienced several curriculum changes using GBA as the approach. This study used classroom observation and interviews as the instruments to help

obtained data. The framework used in the categorization process from the results of data collection will be the SFL-GBA framework from Rothery, 1996 developed by Emilia, 2011 concerning the four stages of SFL-GBA. Classroom observation focuses on teacher and student activities and interactions during the learning process through recording (Cohen, 1994). The interviews were used as the second evidence in this investigation, in the form of semi-structured interviews to ask about the independent thinking of research participants (Silverman, 2005).

After the data was obtained, it was analyzed in the form of an observation checklist and transcription. The transcript was categorized and interpreted by inductive analysis as the main tool. Therefore, the results were summarized and linked based on the SFL GBA framework.

3. RESULTS AND DISCUSSION

This section consists of research results and discussions. This data collection is based on two data collection techniques, namely classroom observation, and interviews. These activities are mainly divided into four stages: BkoF, MoT, JcoT, and ICoT.

3.1 Findings

3.1.1 Building Knowledge of Field (BKoF)

Based on the results of observations, the teacher carried out this stage to build students' knowledge about the learning topic. In its implementation, the teacher was expected to be able to achieve the components in the form of a series of learning activities according to the BKoF stage.

1.1.1.1 Using several modes

Based on class observation data, in realizing the components of the learning activities above, the teacher started the lesson by displaying a picture of 'Candi Prambanan' on a PowerPoint slide which was displayed through a projector.



Figure 1. The teacher showed a picture of Candi Prambanan to the students

As can be seen in the picture above, the teacher gave a picture of a place or building, where the students were familiar with that picture. The teacher then gave several questions to students about the picture displayed on the screen, and students answered simultaneously. The teacher asked the students, "Do you know what temple is it?" and the student answered, "Candi Prambanan". The teacher continued by explaining the story behind the construction of a temple. The teacher began to explain the picture displayed by relating them to the students' experiences and started to tell the history of Candi Prambanan. From the activity above, the teacher stimulated students' knowledge about how the temple was formed at the beginning and why the temple is unfinished. Further, the teacher closed this activity by changing the type of question to a more complex question to enter the material to be studied.

1.1.1.2 Analyzing the material

In this part, the teacher gave several questions that referred to the topic and students analyzed the material to understand the topic related to the text.



Figure 2. The teacher and students analyzed the material

From the picture above, the teacher continued by starting to explain the story behind the construction of the temple until the teacher asked several questions to students about the topic to the students. The teacher asked, "Do you know the story behind the building of a temple?" and she began to explain the story behind the construction of a building (temple) to the students. The teacher instructed students to analyze the material, namely the story of how the building was constructed related to the text. She gave an example, such as the history of why a school is built. From the activity above, the teacher stimulates students' understanding of how to understand the topic with the story behind the construction of a building, especially a temple. This activity continues until the next stage in the discussion between the teacher and students regarding the topic.

1.1.1.3 Discussing the topic

Based on observation data, the teacher and students discussed further topics, analyzing material by students regarding the topic.



Figure 3. The teacher and student discussed the topic.

As seen in the picture above, the teacher told the story behind the building of a temple to the students. She explained, "So, there is always a story behind building something.". Then the teacher instructed the students to share their experiences related to the text and discuss it simultaneously. Therefore, the teacher stimulated students' understanding of how students can discuss by conveying their experiences related to the text. This activity continues until the teacher gives instructions to students to identify words and expressions in the text related to the topic.

1.1.1.4 Identifying words and expressions in the text

The teacher instructed students to identify words and expressions in the text with the teacher introducing new vocabulary and analyzing them (meaning and usage). As seen in the pictures below.



2 Prepare Your Pre Activity

Listen to your teacher saying some words then find the meaning with friends and teacher.

A. Won	K. Triumph
B. Temples	L. Dawn
C. Doves	M. Plan
D. Wife	N. Statue
E. Side	O. Genies
F. Rude	P. Kingdom
G. Grinded	Q. Straws
H. Cheated	R. Prevent
I. Finish	S. Left
J. Knight	T. Awestruck

Figure 4. The teacher introduced a lot of new vocabulary and analyzed it.

In this activity, the teacher displayed a lot of vocabulary to be identified together with the students. The teacher was going to read her students a text (Roro Jonggrang story) and then the students should fill in the blank with the words given. Afterward, the teacher read and interpreted one by one the meaning and use of vocabulary related to the text. After that, the teacher instructed the students to listen to the text that will be read by the teacher and ask them to fill in the blanks in the text with vocabulary that had been read before for analyzing the text. From the activity above, the teacher stimulated students' knowledge about how students could identify words and relate them to the text. This activity continues until the teacher reads a text related to the topic being studied.

1.1.1.5 Simulating other activities

In this activity, the teacher instructed students to simulate other activities related to the topic. She asked her students to focus on listening to the teacher reading a text related to the topic or genre of the text being studied.



4 Prepare Your Main Activity
Listen to your teacher reading an Indonesian folklore.
Fill the blanks with the words you have learned.

Roro Jonggrang

Long long time ago at Prambanan, there was a prosperous ¹_____ ruled by King Baka. King Baka was a ²_____ king, but he had a very beautiful daughter named Roro Jonggrang. One day, the king of Pengging intended to occupy Prambanan and sent an undefeatable ³_____, Bandung Bondowoso, to seize the throne of King Baka. Soon, the war between the two kingdoms was ⁴_____ by Bondowoso, who held supernatural power, defeated King Baka and killed him in the battlefield. This ⁵_____ made the king of Pengging grant Bondowoso the throne of Prambanan.

When going to King Baka's palace, Bondowoso was ⁶_____ by the beauty of Roro Jonggrang. He wanted to make her his queen then ruled Prambanan together. However, Roro Jonggrang did not want to be his ⁷_____. She was very sad because of the loss of her father. For her, it was impossible to marry the man who killed her father. Roro Jonggrang knew that Bondowoso could destroy her and her people easily if she refused to




Figure 5. The teacher instructed students to simulate other activities related to the topic 'Narrative Text'

In the picture above, the teacher displayed a text that would be read and students were asked to fill in the blanks in the text. The teacher instructed students to be ready for the exercise given. After that, students focused on listening to the teacher and filling in the blanks in the text. This activity showed an evaluation of students' understanding of the text they listened to by filling in the blanks in the text with the vocabulary that had been explained previously. This activity is the last activity of the BKOF stage and the next stage will proceed to the MOT stage.

3.1.2 Modelling of Text (MoT)

After completing the BkoF stage, the teacher carried out the MoT5 stage. This stage also appeared in the first meeting, where the teacher changed activities in the form of discussing and exploring the text being studied.

3.1.2.1 Giving examples of many text types, including social text and function.



Figure 6. The teacher gave an example of the genre

In the picture above, the teacher gave the example of narrative text with its social function. At the beginning of the lesson, the teacher engaged in an activity where she explained narrative texts, their function, and social context. In this stage, the teacher also gave additional examples of narrative texts that the students were familiar with. To initiate this stage, the teacher asked a question related to the topic: “Do you know what a narrative is?”. The teacher asked the students about their knowledge of narrative texts. Then, the teacher explained the concept of narrative texts, including what narrative texts are, and briefly explained a similar text type, which is the recount text. After she pointed out the definition of narrative text, the teacher continued to explain its characteristics, emphasizing that it was fictional or fake. Furthermore, the teacher explained the function of narrative texts, which is to entertain readers. After that, the teacher asked the students about narrative stories they were familiar with. The students responded and the teacher proceeded to tell another narrative text that the students were aware of.

3.1.2.2 *Explaining how a text is organized and how it achieves its purpose.*

The teacher explained how a text is organized and achieved its purpose as seen in the picture below.



Figure 7. The teacher explained the generic structure of ‘Narrative text’

In the beginning, the teacher conducted an analysis and discussion on how a specific type of text was organized and how it achieves its goals. Before they explored the intended discussion, the teacher told another narrative text. Afterward, the teacher explained the organization of a narrative text, the teacher started; "Well if you want to write a narrative text...". And she explained more that in the narrative, the orientation is the first paragraph or opening sentence that provides information about where, who, and when the story takes place. The teacher gave an example of a funny narrative story that they often use as a joke to liven up the classroom atmosphere. Next is the complication, which is the part where the problem is introduced. If one wants to create a longer narrative, there should be more complications. Then, there's the resolution, which discusses the solution to the problem in the story. Lastly, there's the re-orientation, which serves as the conclusion and contains the moral message of the story, aiming to provide valuable lessons to the readers.

3.1.2.3 *Showing the text example with the general structure and linguistic elements.*



Figure 8. The teacher explained more about the linguistic elements of narrative text

The picture above shows the teacher's activities when giving learning material about the general structure and linguistic elements in narrative text. In this activity, the teacher discusses the general structure and linguistic elements of a narrative text, specifically focusing on the tenses that must be used in making narrative texts. Previously, the teacher had explained the characteristics of organizing narrative text. The teacher stated; "The feature used in narrative text is the 2nd form of the verb or simple past, the reason narrative text uses simple past is because it tells about the past." Before studying narrative text, the teacher first teaches students about the simple past tense. During the lesson on narrative texts, students are no longer confused about the use of the simple past tense. The teacher also explains that another feature of narrative text is the dominant use of time expressions such as "once upon a time" because the specific time frame is often unknown. Thus, in this section, the teacher has explained the language features of the material, narrative text.

3.1.2.4 Providing a second exercise related to the topic being studied, about Roro Jongrang:



Figure 9. The activity of giving exercise

Roro Jonggrang asked the women to grind rice as if the morning had broken.
Bandung killed the evil king, Prabu Baka.
Roro Jonggrang turned into statue.
Bandung built temple by the help of the spirits.
Roro Jonggrang asked Bandung to build a thousand temples.
Roro Jonggrang, the daughter of Prabu Baka, was a very beautiful princess.
Bandung failed to make one thousand temples.
Bandung asked Roro Jonggrang to marry him.

Figure 9a. The exercise related to the narrative text

In the first picture above, the teacher explained the exercise that would be done by the students, which was arranging random sentences related to the learning topic into a coherent text. The second picture displayed the sentences that the students needed to arrange to form proper and correct text.

After arranging the sentences into a text, the teacher allowed the students to retell the story of Roro Jonggrang. As seen in the picture below.



Figure 9b. The student retold the story of Roro Jonggrang

The picture above depicted a teacher's activity where they provided an opportunity for students to retell a learned text narrative. Therefore, the teacher gave her students practice in deepening their understanding of the organization of a text narrative.

3.1.2.5 Showing students more text samples and asking them to point out the concept of a text

In this observation stage, the teacher provided additional examples of text narrative and explained the concept of each text narrative. The teacher asked; "Mention the legend in West Java?", and the students answered; "Tangkuban Perahu!".

(The examples include storytelling or even songs that convey the essence of a narrative text.)



Figure 10. The teacher showed another example of Narrative

In the picture above, the teacher is shown explaining another textual narrative example that uses the delivery method by singing about the tale of Tangkuban Perahu. The previous teacher had told a genuinely funny anecdote. After giving many examples of narrative texts, the teacher continues by explaining the proper techniques and steps to create well-structured and well-written narrative texts. which Orientation must be the first paragraph of the narrative text, then there must be a complication that introduces the problem, a resolution that offers a solution to the problem, and finally a reorientation as a conclusion, along with the moral lesson that exists. implied in the text. For practice, the teacher gives assignments consisting of disorganized text and instructs students to rearrange them. As a result, the teacher succeeded in carrying out activities at this stage with the various steps described above.

3.1.3 Joint Construction of Text

At this stage, the teacher was given questions by researchers to fulfill the stages in this stage. The teacher is required to answer questions according to what was asked by the researcher.

3.1.3.1 Choosing a topic related to the text learned

In the interview, the teacher explained that in choosing topics related to the text being studied, she guided her students to find several keywords that would be used to create a story and adjusted it to the students, which of the keywords the students selected would be made into sentences.

The teacher: "Students guided by the teacher's guidance will come up with keywords that will be made into a story, ...".

From the activity above students were given the freedom to choose ideas and words that lead to the narrative text which was still in the context of Malin Kundang and Tangkuban Perahu. All the activities were under the guidance of the teacher and should be related to the topic. Thus, the teacher carries out these activities to direct students in the early stages of writing using keywords and developing them into a text. This activity continues with the teacher instructing students to find and develop related topics.

3.1.3.2 Conducting research related to the topic

In this activity, the teacher answered the questions and explained that she instructed and gave her students to search for ideas and words that they thought would be needed to build a text. The teacher would instruct her students; "So they were asked to find or come up with ideas for words that they needed to build a text, ...". The teacher gave freedom to students about researching the topic and ideas, which will later be classified into the generic structure of narrative text but still under the guidance of the teacher. She stated that students here looked for their own words or ideas, and even though there were students who had difficulty finding ideas, the teacher would give questions or sentences that stimulated students to find the word. In conclusion, the teacher guides students to develop their knowledge by providing opportunities to look for words or ideas to build a text. This activity continues with the teacher giving writing assignments related to the text to students who will be given feedback later.

3.1.3.3 Revising and giving feedback for the students writing

Based on the teacher's answers, the teacher assigned a task (creating a draft) to each student; "There will be a draft later, after making the draft, each student must immediately consult the teacher, or the teacher will come one by one, and that's where the teacher checks, what should be used like this, when did it happen, and so on, ...". After creating a draft, the teacher would consult directly with each student or the teacher would individually approach the students. She would check what should be used when the events occurred, and so on related to the generic structure and language features. The teacher also explained the process of creating the draft, emphasizing that the revisions were not given with a direct solution. Instead, the teacher asked the students about their ideas and guided them on how the draft should be improved and what it should include. Therefore, after students found words, made sentences, and arranged them into a text, here the teacher helped students by providing revisions to the text they were developed. It is continued with the teacher assisting students in assessing their writing progress. This activity continues with the teacher helping students to assess students writing progress.

3.1.3.4 Assessing the students' writing progress

Based on the interviews, the teacher explains that there would be a rubric assessment. The teacher: "..., later there will be a rubric assessment, so that is an indication, ... that the student is successful or not, we will see from the learning objectives alone, ...". The rubric assessment served as an indication of whether the students had achieved the learning objectives. The teacher stated that the assessment was based on the objectives and used to determine the student's level of comprehension, such as the student's understanding of the purpose of narrative text and if the students could demonstrate their understanding when asked, it indicated their success. From the activities above, it can be concluded that rubric assessment would serve as an indication of whether the students had successfully understood narrative writing. This activity marks the final stage of the JCoT stage and continues with the ICoT (Independent Construction of Text) stage.

3.1.4 Independence Construction of Text.

3.1.4.1 *Selecting the topic*

In this part, the teacher stated that during the independent writing activity, there were only two stages; "The independent construct or individual part of the text is very easy, so I only went through two stages." The explanation of the teacher's activities was supported by what appears in the teaching module.

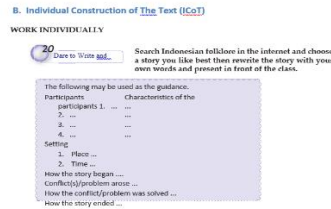


Figure 11. The material in the lesson plan

In the first stage, the teacher simply requested the students to write a narrative text with a story or title of their choice, according to their abilities. In the second stage, the teacher did not provide any drafting assistance to the students. The purpose of this activity was to allow the students to explore their knowledge of the narrative text they were familiar with. The teacher gave her students the freedom and the students would find it easier to begin creating a narrative text.

3.1.4.2 *Making a Draft*

Continuing to the next activity, the teacher should instruct the students to make a draft. However, during this stage, the teacher stated that there would be no drafting involved in the students' independent writing task, as mentioned in the teacher's interview response; "I don't do drafting at this stage, I only do two stages at this stage." The teacher skipped from providing drafting assistance to the students because the drafting stage already exists and had been explained by the teacher in the JCoT stage. Further, after the students had completed their task of choosing a story topic as instructed in the first stage, they immediately proceeded to the activity of writing their narrative stories based on the chosen topic without drafting.

3.1.4.3 *Consulting the writing progress*

According to the interview response, the teacher explained that they did not provide direct or personal revisions to her students' writings. She stated it was because the revision stage had already been covered in the JCoT stage. In the JCoT stage, the teacher had already provided guidance and assistance to students in revising their texts. Therefore, in this stage, the teacher would only accept the students' written work. However, if the students approached her personally and requested a revision, the teacher would assist them in revising and guide them until the student could improve their writing. As the teacher stated; "If someone comes over to it it's different again, but if you revise it personally it's not. Reassess it later at that time, there is no revision if it is here so only see the final result." Therefore, it can be concluded there is no revision activities component.

3.1.4.4 *Submitting the final writing*

For the submission of completed assignments, the teacher asked the students to submit the tasks given to them in various ways, such as presenting them, reporting them, or delivering them in various models. They could even submit them in the form of speaking, with the condition that everything is written down.

Teacher: "Students are told to present it or report it or convey it in various models, according to their wishes, so they can even retell it in the form of speaking but with written notes."

This activity also aimed to explore the students' potential in presenting their created works and to train them to be more confident in showcasing their creative outputs. Based on the activities and the answers provided in the interview, it can be concluded that the teacher had implemented activities in the ICoT stage and enabled students to write narrative texts effectively and accurately.

The above is an elaboration of the findings from the conducted research. The data for the research was obtained through classroom observations, interviews, and document analysis. In the next section, there will be a discussion session that connects the findings with relevant theories related to this research.

3.2 Discussion

3.2.1 Building Knowledge of Field

The results of the findings show that the teacher had conducted all component activities of the BkoF stage properly. The teacher was observed based on several steps or activities recommended by Emilia (2011) in her implementation in the classroom. Each step was marked by its suitability with the teacher's real activities in learning. The teacher used a picture as a tool to connect the material with context, according to the topic to be studied (see subsection 4.1.1.1). This is in line with the type of activity mentioned by Hammond (1992) that at the BkoF stage, the teacher can use visual modes (picture, video, etc) to build context. Using pictures can make students represent objects and their relationships in cultural and social contexts (Sundari et al., 2017). The teacher and students carried out the analysis and discussion activities regarding topics by asking questions, which raised students' knowledge about the topic through a collection of information about students' experiences related to the material (Martina & Afriani, 2020). At the BkoF stage, Dirgeyasa (2016), states that students do exercises from their initial learning outcomes, where students were presented with new words and how to use them in the text by the teacher to evaluate them. It can be concluded, the teacher had fulfilled the objectives of the BkoF stage, namely to build students' knowledge regarding the topics, to ensure that students have sufficient background knowledge about the specific topics being studied, and to write about the topics being discussed (B. . & J. P. Derewianka, 2012; Emilia, 2011).

Fanani (2018) states that several activities, including building social and cultural contexts, sharing experiences, and discussing vocabulary, are generally implemented at the BkoF stage. The teacher also was able to construct a sociocultural context and gain students' awareness of the text and its social goals (K. Hyland, 2004). In building a cultural context, the teacher gave students a picture of temples or historical sites in the country where students live and the activities to build a social context, the teacher built social interaction with students using language (talking, asking questions, etc.), as well as sharing one another's experiences (Emilia, 2005; Santosa et al., 2022). Then, the teacher asks what students see to build their understanding of the genre (K. Hyland, 2004), as found in the findings. Accordingly, the teacher carried out the learning activities sequentially as described above. Therefore, based on the existing evidence and theory above, the first stage in SFL-GBA, namely Bkof, can be said to have been successfully realized by the teacher.

After the activities in the first stage are achieved, based on the results of observations, the teacher moves on to the next stage, namely MoT.

3.2.2 Modelling of Text

In line with the previous section, at the MoT stage, the teacher implemented all the activities suggested in this stage. The classroom activities carried out aim to make students familiar with the text, its generic structure, and linguistic features (K. . & T. P. Hyland, 2004).

Also at this stage, teachers are advised to be more explicit in teaching about how language works to create meaning, text organization, and linguistic forms that characterize different genres (Emilia, 2005). Based on the findings, the English teacher conducted the whole stages of MoT in the classroom activities.

The teacher started introducing genres to students and giving examples. Bruner (1978), as cited in Derewianka (2003) calls modeling of text, a 'familiarization with the genre', in which the teacher can start by introducing students to the genre and then enriching them with examples of the text. Furthermore, getting students to concentrate on genre features was the main objective of this stage (B. . & J. P. Derewianka, 2012; Fanani, 2018). The statement above is in line with what the teacher has done, namely by making students understand both the generic structure and language features of narrative texts. The teacher also provided a variety of text sources, which can make students understand how the organization of the text (schematic structure) was developed to achieve the goal (Yan, 2005) and also the linguistic characteristics of the genre. In this stage too, teachers are able to fulfill the principles of GBA, namely the importance of teaching grammar, genre structure, and how language works (K. . & T. P. Hyland, 2004). Questions related to the text that had been taught were also carried out by the teacher, this helped students to understand the concept of the text being taught, as well as a thorough understanding of social functions, generic structures, and linguistic elements to achieve the goals of the text (Chaisiri, 2010). The teacher's way of delivering other examples of narrative texts (using his singing) can stimulate and attract students' attention to the topic being taught (Chaisiri, 2010). Judging from the teacher's success in fulfilling the components of learning activities in the MoT stage, it can be concluded that the teacher has achieved the objectives of this stage.

3.2.3 Joint Construction of Text

At the JCoT stage, the research was continued using interviews due to several obstacles. Based on the results of the interview, the teacher was asked in advance about the activities that the teacher usually does in the next meeting or the second meeting. The teacher stated in detail the activities that will be carried out based on the lesson plan that the teacher had made and began by reviewing the material in the previous meeting and connecting it with the next example text. In the JCoT stage, the teacher must guide and provide scaffolding for students in groups to reproduce and recreate other texts of the same genre, led by them and in collaboration with other students. This is in line with the teacher's role in the GBA basic principle, namely as a guidance in other words scaffolding (Emilia, 2005; Wood et al., 1976). Scaffolding describes the help and support provided when students need it (Emilia, 2005; Langer & Applebee, 1987; Wood et al., 1976) both by teachers and students in groups (Santosa et al., 2022). Then, class activities will be continued through the activity components carried out at the JCoT stage.

Based on the interview results, the teacher divided the class into several small groups, students are expected to construct their chosen text in small groups to practice their understanding of the text being studied (Emilia, 2011; Kartika-Ningsih & Gunawan, 2019) and it was proven that the teacher had done it. In the lesson plan, the activities carried out were students writing the words that appeared when they heard 'Malin Kundang' and the teacher guided her students to come up and collect some keywords which will later be made into sentences and sentences developed into a complete story. The above activities were part of researching and finding information about topics, where students worked together with their groups in building and determining topics, as well as gathering ideas to create a text (Emilia, 2011; Kartika-Ningsih & Gunawan, 2019). Moreover, as stated by the teacher in the finding section, students began to make a draft of writing which later must be consulted with the teacher and the teacher revised both in terms of structure and linguistic features as feedback, which was given indirectly but by asking about students' understanding (Emilia, 2011; K. Hyland, 2003).

As well as from this activity, teachers and students worked together to build a text of the same genre (Chaisiri, 2010). The interaction between teacher and students is called corrective feedback. It focused on discussing students' understanding in constructing text, while it should emphasize the organization of a text based on its social purpose, meaning, and language in context (B. Derewianka, 2003). In the JCoT stage, the teacher should give students practice writing group texts (Emilia, 2011), and to assess student progress, the teacher stated that an assessment rubric had been made based on the teaching module. In this section, assessment activities can use a variety of activities and the teacher used a separate rubric, usually through questions, a writing assessment system, or monitoring. Thus, portraying from the suitability between the results of the teacher interview and the lesson plan, it can be estimated that the teacher is already able to carry out this JCoT stage.

3.2.4 Independence Construction of Text (ICoT)

The fourth stage, independent construction is the stage where students composed their own text. Based on the data obtained from the interviews, the teacher stated (see subsection 4.2.1.1) that in ICoT, she only conducted two activities, such as asking students to write text with whatever title or story they wanted as long as it was narrative text, and finally presenting it. However, Derewianka and Jones (2012), specifically mention that there are at least four activities in this stage, namely students choose topics for their writing; students write the first draft when using a model text; students consult their teachers; and students present the text they have made. Furthermore, Hammond (1992) stated that in this stage the teacher's role decreases in guiding students so that they can build a text independently.

In the activity of choosing a topic, the teacher gave instructions that students can write narrative texts with other titles or stories, as they had been taught. In line with what was stated by Hyland (2008), the initial activities of the ICoT stage may include recording ideas and reasoning on how the text is structured. The next activity was making a draft, but based on the results of the interview the teacher did not do this. The teacher explained as already quoted above that he only does two main activities at this stage. In fact, as mentioned by Badger and White (2000), the drafting process becomes the main focus at this stage, although the teacher gradually reduces his role in guiding students, so that they can construct texts independently (Hammond, 1992). However, according to the data from the interviews, the teacher still provided consultation or assistance to students when there were students who have difficulties and questions. As well as in this activity, corrective feedback was not given intensely. Even though, this principle must still be prioritized in learning. Corrective feedback can be stated as important in the teaching and learning process because it helps students to realize and correct their mistakes, then can encourage them to understand the correct ones (Nahid et al., 2018). Indeed, the teacher control decreased since students begin to apply what they have learned (Ken Hyland, 2007) but the teacher was available to help, clarify, or consult the writing process (Pujianto et al., 2014). Finally, through several steps, students produced their final writing and students can publish their writing in class (Emilia, 2012). From the interview data, the teacher instructed students to present and publish the results of their writing either orally or in writing. Thus, it can be concluded, the teacher had almost completely realized several activities from the ICoT stage.

In relation to the previous study, this finding was also found in several studies discussing the implementation of SFL-GBA in the teaching and learning process conducted in Indonesia, especially in English classrooms (Angraini & Rozimela, 2020; Ummah, 2019; Zebua & Rozimela, 2020). From these studies, it can be found and concluded that the teacher has been able to implement the GBA stages well in the learning process, even though the teacher has missed a few activities in the last stage, namely ICoT. The teachers almost skipped these activities such as making a summary or draft at this stage and also the teachers only forces

students to work on it at home as a final assignment, even until the ICoT stage is not reached due to several problems faced by the teacher. In addition, based on the findings and discussion, the problems that teachers face are the lack of time and the busyness of activities in the latest curriculum which made classes neglected both for teachers and students. For example, the disruption of activities in the classroom required the teacher to assign assignments to their students, so that the achievement of the GBA goals themselves is not perfect. The above problems were also found in several studies, many of which were found in regulatory issues regarding the time allocation for English classrooms (Angraini & Rozimela, 2020; Rudiyana, 2022; Ummah, 2019; Zebua & Rozimela, 2020). It can be concluded that time allocation is the main problem in the failure of the four stages in the GBA, especially the last stage.

4. CONCLUSION

In conclusion, based on the results and related to the purpose of this research, which is to portray the implementation of SFL-GBA in the *Kurikulum Merdeka* in high school English classes. The recent study above indicates that the teacher has implemented the SFL-GBA stages through various components of activities at each stage. Such as providing background knowledge to students about the genre being studied, making students familiar with the genre by providing models of both structure and language features, guiding students to create an appropriate genre under the guidance of the teacher, and creating texts independently that students will publish later. In the implementation itself, the teacher skipped two activities at the last stage, this is due to time allocation problems and the busyness of activities in the latest curriculum which made classes neglected both for teachers and students. Thus, it can be concluded that the teacher had been able to apply and understand the term SFL-GBA in the classroom, although it has not been fully fulfilled due to the challenges faced by the teacher.

Since the challenges come from the time allocation and the density of activities that consume class hours, suggestions will be directed to the teacher and the government. The teacher is expected to further optimize the time given for teaching in various ways and she must pay more attention to each component of activities in SFL-GBA stages to achieve the goals. The teacher also has to understand more about the principles of GBA, because the teacher did not optimize corrective feedback at the last stage, ICoT. Corrective feedback has an important role to know the development of students' writing and help students to know their progress in their writing. The government is also expected to be able to revise the new curriculum, due to the hours of English learning which have been cut and followed by the dense activities of the curriculum have disrupted teaching and learning activities for teachers and students. Therefore, it is hoped that the goals of the EFL curriculum and the national curriculum can fulfill each other.

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