The Impact of Implementing Emancipated Curriculum on Students' Learning Outcomes in Spoken Interaction Texts

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Article Info

Abstract

This study discussed the effect of implementing the Emancipated curriculum on student learning outcomes in spoken interaction material at SMK Negeri 2 Slawi. Quantitative data were collected through a quasi-experimental design using a non-equivalent control group. The research participants were selected using purposive sampling, and the pre-test and post-test results were statistically analyzed. To obtain quantitative data, the researcher conducted a written test to check students' understanding of oral interaction texts. The pre-test and post-test learning outcomes were analyzed using paired t-test and N-Gain Score test statistical calculations. The results of the hypothesis test on interpersonal conversation text showed a significant improvement in the experimental group, with a significance value of 0.000, while the control group had a value of 0.001. The N-Gain Score for the experimental group was 0.6447, and for the control group was -0.4452. These results illustrate that the intervention provided to the experimental group positively and significantly affected the measured outcomes. In contrast, the control group experienced a decrease in the results after the intervention. For transactional conversation text, the experimental group had a significance value of 0.000, while the control group had a value of 0.146. The N-Gain Score for the experimental group was 0.6808, and for the control group was 0.0640. In this study, implementing the Emancipated curriculum was quite effective for learning outcomes of oral interaction texts. In addition, the researcher suggests that English teachers apply the teaching steps according to the independent curriculum to teach other types of texts.

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INTRODUCTION

In Emancipated curriculum, English language learning at primary and secondary education levels is expected to help learners successfully achieve the ability to communicate in English as part of life skills. In the curriculum, English language learners are expected to be able to use spoken, written, and visual texts in English to communicate according to the situation, purpose, and audience/reader (Kemendikbudristek, 2021). English learning is focused on strengthening the ability to use English in six language skills: integrated listening, speaking, reading, viewing, writing, and presenting, in various types of texts.

Fitriati and Riswandi (2021) explain that language delivers context, meaning, understanding, and belief. In using language as a tool for spoken or written communication, language users need to consider the context, namely the topic, when, and on what occasion the language is used. According to Halliday and Webster (2007), two contexts impact language use: the context of the situation and culture. These views are included in studying language from the Systemic Functional Linguistic perspective. The language model developed within systemic-functional linguistics (SFL) provides valuable insights because it explains the two-way relationship between the vocabulary and grammatical (lexicogrammatical) choices which speakers make and the cultural and social contexts in which language is used (Burns et al., 1996).

Situational context is the element that has the most decisive impact on language use and consists of three aspects, namely field, mode, and tenor. Field refers to the topic or activity that occurs or is being told in the text. Mode refers to the "channel of communication", which is a consideration of whether the language used is in the form of spoken or written language. Next is tenor, a tenor about who is the author or speaker. The cultural context, also known as a genre, is defined as the type of text or text type. Genre is a gradual social process that is oriented towards the purpose for which the text is used. Genre is also interpreted as texts that apply to various social contexts (Martin & Rose, 2007). Burns et al. (1996) stated that systemic-functional linguistics provides an appropriate way to explain to students, including how texts are structured, how they reflect the second language culture, and how the social context influences grammar and vocabulary choices.

Based on the explanations, teaching-learning activities are expected to be able to integrate various language skills to achieve the expected teaching objectives. To achieve teaching goals and to develop students' ability to use language in real life, teachers need to understand the suitable teaching approach, methods and techniques.

The approach to English language teaching in Emancipated curriculum is text-based or genre-based (Kemendikbudristek RI, 2022). The genre-based approach used in the Emancipated curriculum ass recommended by Hammond (2001); Emilia (2016); Kemendikbudristek RI (2022) has four stages of the teaching cycle. In the first stage, Building Knowledge of the Field (BKOF), teachers and students build a cultural context, share experiences, discuss vocabulary, sentence patterns, etc. In the second stage, Modeling of Text (MOT), students are taught to create text models (oral or written) of the text types studied. Furthermore, in the third stage, Joint Construction of Text (JCOT).

The purpose of genre-based language teaching is to build competence for performing social functions by using texts with structures and linguistic elements that are appropriate to the communicative purpose and context. The implementation of the Genre-Based Approach in curriculums has been recommended in several studies, including by Rivera (2012); Abbaszadeh (2013); and Triastuti et al., (2022). Many studies have found that the Genre-Based Approach is suitable for improving students' understanding of texts and their production of written and spoken texts (Elshirbini & Elashri, 2013; Ningsih, 2015; Nahid et al., 2018; and Herman et al., 2020).

In general, students learn two types of language: spoken and written. Based on the preliminary study through interviews with English teachers at SMK Negeri 2 Slawi, it was known that students tend to have difficulty in understanding the type of material and in working on the type of spoken interaction text or dialog test. Some views and findings of studies on second language learners, students tend to have difficulties in understanding spoken text types (Burns, 2010; Wilkins, 2018). Spoken texts are completed stretches of speech that could consist of single utterances or lengthy interaction (Burns, 2010).

Studies have examined the transformation of discourse between spoken and written modes in particular settings (Chafe, 1987). Genres of spoken interaction refer to talk-in-interaction, which involves two (dialogic) or many (multiparty) interactants in every day or institutional contexts (Tajeddin & Alemi, 2018). Difficulties faced by students include their lack of vocabulary and grammar. Spoken sentences often do not follow the grammar of a language (Wang et al., 2005). Spoken English has a grammar that marks it out as different from its written equivalent (Harmer, 2015). Meanwhile, spoken interaction is classified into the following two categories: interpersonal and transactional (Burns et al., 1996). Interactional language involves the creation and maintenance of personal relations. Meanwhile, Transactional language involves the exchange of some form of service or information

This study discusses the effect of implementing Emancipated curriculum in the teaching and learning process on teaching oral interaction with a research sample of students of SMK Negeri 2 Slawi, and how the teaching steps based on Emancipated curriculum affect the learning outcomes of these students.

METHOD

This research discussed the effect of implementing the Emancipated curriculum on student learning outcomes in spoken interaction material. In order to answer questions from the research objectives, this research used a quantitative approach with a quasi-experiment of nonequivalent control group design. Quasi-experimental research is experimental research in which the research subjects were not likely to be assigned randomly (Creswell, 2012). The research was conducted at SMK Negeri 2 Slawi. The population of this study was students of class X (ten) semester two of the academic year 2022/2023 in SMK Negeri 2 Slawi.

This study used the Purposive Sampling technique. The sample of 30 students was selected because students in the class tended to have similar levels of English proficiency. To obtain quantitative data, the researchers tests to check students' mastery of spoken interaction texts. The test used was in the form of a written test. The test was a pre-test to determine students' basic understanding of conversation texts. The post-test was conducted at the end of the discussion of the subject matter or learning topics to assess their improvement after treatment using the Genre-Based Approach.

The quantitative instruments used in this research include Pre-Test and Post-Test questions about spoken interaction text materials for the Quantitative data, a test that measures a person's ability, knowledge, or performance in a given domain (Brown, 2007).

The data analysis techniques used in this study were obtained by computing pretest and posttest scores using SPSS. The design of quantitative data analysis used student test scores. The test was carried out with a pretest at the initial stage, namely before treatment, and a post-test at the final stage after treatment.

The pre-test and post-test learning outcomes were analyzed using statistical calculations through paired t-test and descriptive text genre framework analysis while the effectiveness of the Emancipated curriculum learning stage used N-Gain score analysis.

RESULTS AND DISCUSSIONS

The researchers used pretest and posttest to measure students' understanding before and after the treatment. The treatment used learning steps in accordance with the recommendations in the

independent curriculum. Implementing learning using the teaching steps in the Emancipated curriculum begins with the preparation stage, including preparing teaching modules or lesson plans, formative and summative assessment instruments and learning media from various sources. According to Rose (2018) that lesson planning includes selecting appropriate texts to teach the curriculum, and reading them closely to analyse students' text structures and knowledge structures (p. 28). in developing the lesson plan, the researcher considered the interpersonal interactions between students in the classroom. As Xie and Derakhshan (2021) stated that "teacher need to considered successful teacher–student interpersonal relationships as a main element of learning and teaching when designing reading texts, tasks, activities, questions, and exercises" (p. 7).

The researcher used a nonequivalent control group design so that only the experimental group received treatment. The test used a multiple choice format of 15 questions for interpersonal conversational text and 15 questions for transactional text with various expressions of social purpose. Both types of conversational text tests were given at the same time. The test results were statistically calculated using SPSS. At the stage of analyzing test questions and test results, researchers divided the analysis of pretest and posttest spoken interaction into two types, i.e., interpersonal and transactional conversation texts.

Table 1. Social purposes of spoken interaction pretest and posttest questions

No	Turn-taking criteria	Question item numbers
1	Introducing oneself and others	1, 2, 4
2	Giving and responding to greetings	3, 6, 10
3	Responding to a statement or a question	7
4	Using expressions of politeness	8, 9, 11
5	Showing attention	12
6	Giving and responding to a compliments	13
7	Asking for, giving, and responding to offers, services, and helping to a statement or a question	14, 15
8	Requesting and giving goods	16
9	Requesting and confirming	17
10	Giving, refusing, and accepting services	18
11	Asking for and giving services	19
12	Asking and giving opinion	20,21,22,23,24,25,26,27,27,29,30

Furthermore, the test questions were tested for validity and reliability with the results that all questions were valid and reliable for use in research. The following are the descriptive statistics of the pretest and posttest results of the experimental and control groups:

Table 2. Statistics description of learning outcomes of interpersonal conversation text

Description	Experiment Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Minimum Score	20	53	33	20
Maximum Score	87	100	87	80
Average Score	53.57	84.90	64.40	54.43

Standard Deviation	14.00	13.61	16,23	16,42
N-Gain	0.644		-0.4452	
N-Gain %	64.46		-44.5189	

In the data on the experimental group pre-test results, it can be seen that the experimental group pre-test value has a Mean of 53,57 while the experimental group post-test has a Mean of 84,90. Based on this data, the average student learning results in the experimental group increased.
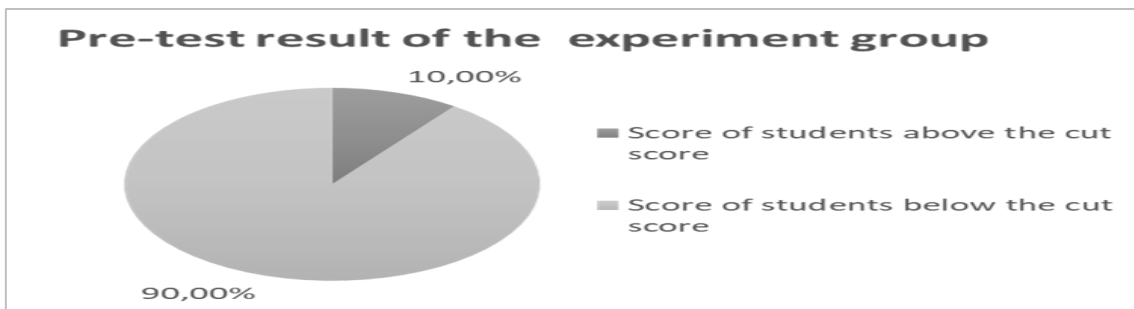

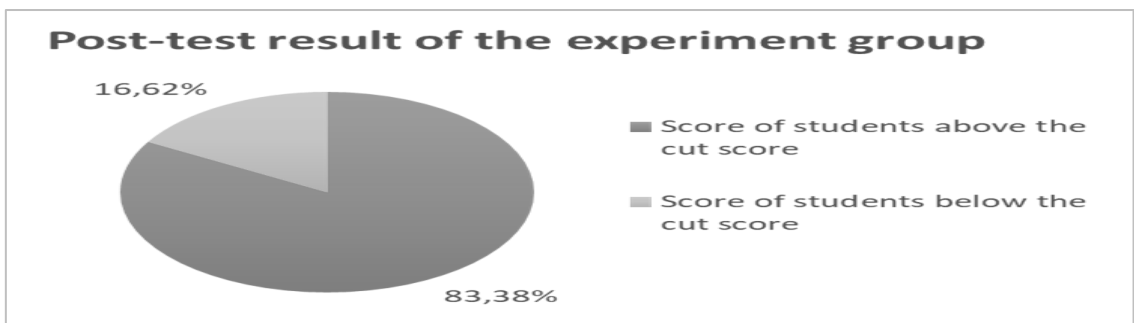**Figure 1.** Pre-test results in the experiment group

Figure 2. Post-test results in the experiment group

Based on the pre-test results in the experimental class, 90% of students scored lower than the Minimum Studying Mastery Standard score of 72. As many as 10% of students were above the value of 72. While for the post-test results in the experimental class, 16.6% of students scored less than 72, and 83.3% were more than 72. From the pre-test and post-test data for the control group that received teaching treatment using a genre-based approach, the following statistical data were obtained:

In the data on the control group pre-test results, it can be seen that the control group pre-test value has a Mean of 64,40 while the control group post-test has a Mean of 54,43. Based on this data, the average student in the experimental group experienced decreased learning outcomes.
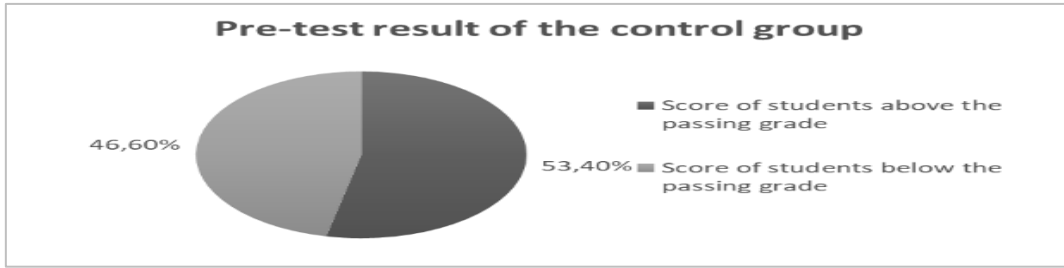
Figure 3. Pre-test results in the control group
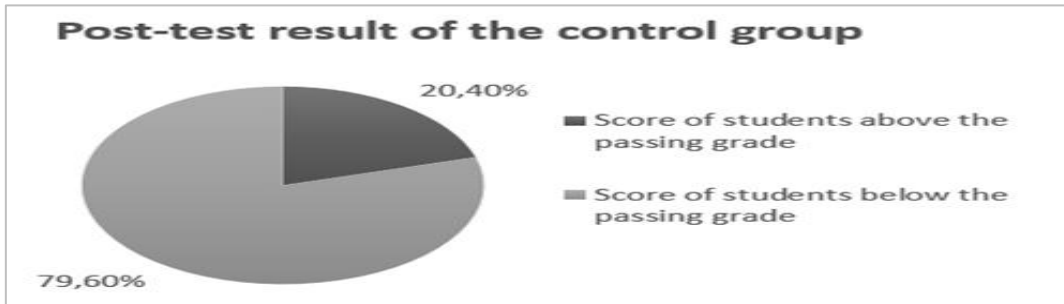

Figure 4. Post-test results in the control group

Based on the results of the pre-test in the experimental class, 53.4% of students scored below the Minimum Studying Mastery Standard score of 72. As many as 46.6% of students scored above 72. Meanwhile, for the post-test results in the experimental class, 79.6% of students scored less than 72, and 20.4% scored above 72. Furthermore, the results of the statistical calculations can be summarized in the table below, which is a comparison of the post-test results of both the experimental group and the control group on the interpersonal conversation text.

The table shows that the mean scores of the experimental class post-test is greater than the control class, which is 84.90 for the experimental class and 54.43 for the control class. When viewed from the standard deviation, the experimental class is smaller than the control class, which is 13.611 for the experimental class and 16.425 for the control class. The mean score for the experimental class is higher than the control class, indicating that on average, students in the experimental class performed better in the post-test compared to students in the control class. In addition, the standard deviation for the experimental class is smaller than the control class, indicating that the scores in the experimental class are tighter around the mean compared to the control class.

The following are the results of the descriptive statistics of the pretest and posttest results for spoken interaction on transactional conversation text type.

Table 3. Statistics description of learning outcomes of transactional conversation text

Description	Experiment Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Minimum Score	7	47	7	20
Maximum Score	73	100	60	80
Average Score	35.80	81.47	39.30	46.43
Standard Deviation	16.579	12.760	14.919	18.803
N-Gain	0.680		0.640	
N-Gain %	68.081		6.400	

A pre-test to measure the initial ability of both groups was conducted in the second week of January 2023. Furthermore, research with a nonequivalent control group design only treated the experimental group. Learning activities using a genre-based approach were conducted for eight meetings, each for four lesson hours. In the fourth week of February 2023, both classes were given a post-test with the same questions as the pre-test, with 30 questions. The post-test questions comprised two types of conversational texts: interpersonal and transactional.
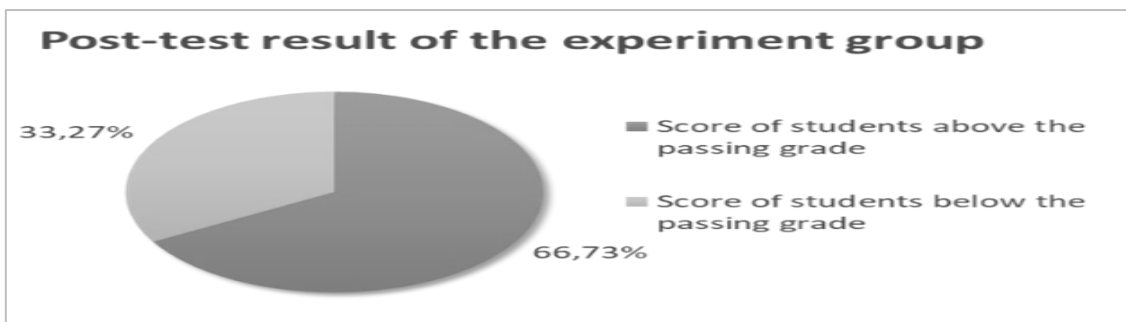
Based on the results of the pre-test in the experimental class, it can be seen that most students scored below the Minimum Studying Mastery Standard score of 72, which is 96,7 %. Meanwhile, 3,3 % have reached the minimum standard (>72). In comparison, the experimental class post-test results showed that the acquisition of student scores less than the Minimum Studying

Mastery Standard score was 19,9%. At the same time, as many as 80,1 % of students have reached the Minimum Studying Mastery Standard score (>72). From this data, the learning outcomes of most students in the experimental class for interpersonal conversation text material have increased.

Based on the pre-test results in the experimental and control groups, the level of students' understanding of the transactional conversational text in the experiment group had an average of 35.80. In contrast, the control class had an average score of 39.30. The average scores shows that the initial understanding of the experimental group towards transactional conversation text is relatively the same compared to class control group. However, students in both classes have an average score below the Minimum Studying Mastery Standard value of 72.
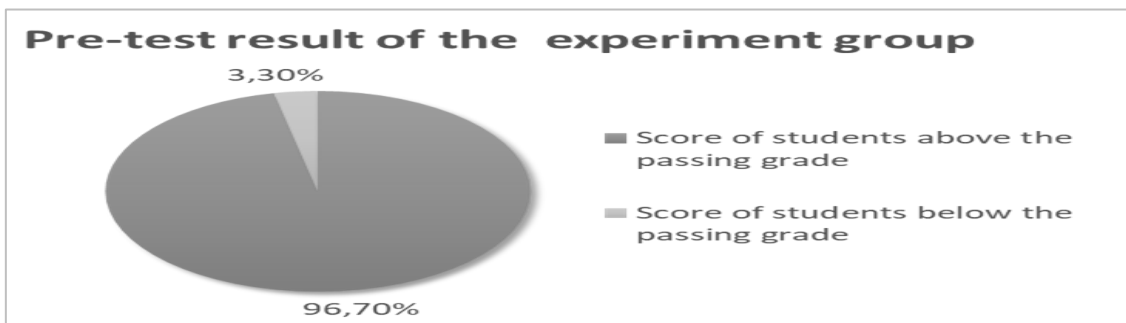
Figure 5. Pre-test results of the experiment group

Figure 6. Post-test results in the experiment group

In the experimental class that used the genre-based approach, the pretest results showed that most students scored below the Minimum Studying Mastery Standard of 72, which was 96.7%. Meanwhile, 3.3% had reached the minimum standard (>72). In comparison, the experimental class post-test results showed that

the acquisition of student scores less than the Minimum Studying Mastery Standard value was 33.3%, and those who had reached the minimum completeness were 66.7%. From these data, the learning outcomes of most students in the experimental class for transactional conversational text material have improved.
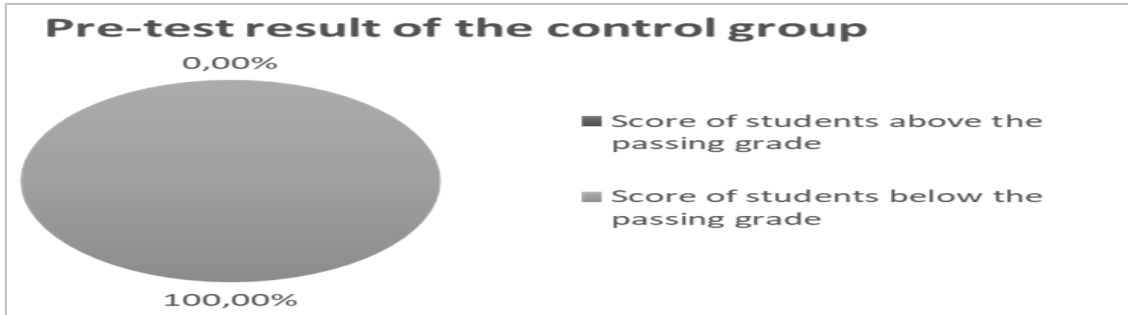
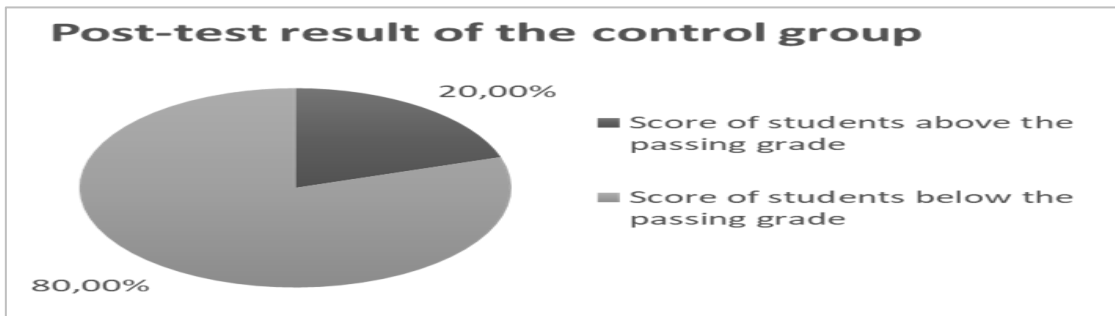**Figure 7**. Pre-test result of the control group

Figure 8. Post-test results in the control group

Based on the pre-test results in the control class, it can be seen that all students (100%) have scored below the Minimum Studying Mastery Standard of 72. Meanwhile, the results of the control class post-test show that the acquisition of student scores that are less than the Minimum Studying Mastery Standard value is 80%, and only 20% of students have reached the Minimum Studying Mastery Standard score (>72). From this data, the learning outcomes of most students in the control class for transactional conversation text material decreased.

The post-test results for the transactional conversation test showed that in the experimental class, the average post-test score was 81.47, while in the control class, the average post-test score was 46.43. This data shows that, on average, students in the experiment group had a better understanding than class the control group after the learning process.

Table 3 shows that after the learning process, the ability of control class students to understand transactional conversation texts varied more when compared to the experimental class. However, most of the experimental class students were better able to answer the questions of the interpersonal conversation text than the control class.

Based on these findings, it can be seen that students had more difficulty in understanding transactional conversation texts than interpersonal texts. This finding is similar to the results of (Priyatmojo, 2014) study that the difficulty was caused by students having difficulty in finding the right vocabulary in conducting transactional conversations. however, it is different from Burns' (2010) opinion that transactional talk may be easier to teach in language classrooms than interactional because it is typically more predictable.

From the N-Gain calculation, the high value of the experimental class (68.0801%) indicates that the genre-based approach was effective enough in improving students' understanding of transactional conversational text. In contrast, the lower N-Gain value of the control class (6.4007%) indicates that although there was an improvement, this change was not statistically significant. The results showed that the factors present in the control class environment did not have a significant impact on improving students' knowledge or skills. These results indicate that the treatment or intervention

increases knowledge or skills as measured by pretest and posttest. This significant increase shows the positive impact of the genre-based approach of the Emancipated curriculum on the experimental group. The results are also aligned with Minaabad and Khoshkholgh's (2012) investigation which revealed that genre-based pedagogy has a significant effect on general English proficiency. It can also be seen that the students seem to have gained some development in understanding the critical capacity of spoken interaction texts in accordance with the findings in Emilia's research (2005).

CONCLUSION

Based on the research study results, the Genre-Based Approach helped improved the comprehension of spoken interaction texts of SMK Negeri 2 Slawi students both interpersonal and transactional. Some limitations of this study include using a non-equivalent control group design to obtain quantitative data and evaluation results. Not treating the control group may lead to errors in conclusions about the relationship between the studied variables. In addition, this study used the same pre-test and post-test questions so that respondents may feel bored or less interested in taking the questions seriously, which may affect the validity of the test results. In a research context where the pre-test and post-test questions are the same, this testing effect may affect the post-test results as participants may use the knowledge or experience from the pre-test to help them answer better on the post-test. This research shows that the teaching steps based on Emancipated curriculum improved students' understanding of spoken interaction texts and were effective enough to be implemented in the teaching and learning process. Therefore, English teachers can use this research as a reference for teaching spoken interaction texts and are advised to continue using it in teaching spoken interaction.

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