



GENRE ANALYSIS AND TEXTUAL BOUNDARIES TO CULTIVATE LITERACY AND TO FORMULATE LANGUAGE ENGLISH POLICY: A CORPUS STUDY OF PISA, TOEFL, ENGLISH BOOK AND CURRICULUM

Lina Aris Ficayuma¹

¹English Education Department, STKIP Al Hikmah Surabaya

linaaris.ficayuma@hikmahuniversity.ac.id

Abstract:

Genre and text type, primary characteristics of communicative purpose(s), have been implemented in Indonesia since 2006. It has recently gained attention due to the recognition of its pivotal impact on discourse comprehension and production, linguistic realization, and typological text type at global English assessments such as PISA, TOEFL, and IELTS, as well as English curriculum and book development in Indonesia. Hence, this study elucidates the kind of genre category and text types text design in Indonesian English curriculum, English books, TOEFL, and PISA reading assessments to untangle the necessity of the English language learners in Indonesia in preparing them to face TOEFL and PISA tests. Another cultivates their literacy and formulation of English policy—four syntaxes of the interactive Miles and Huberman model adopted for analyzing data. Primary data sources of this qualitative case study research design were collected from curriculum and PISA document analysis, book reviews, and semi-structured interviews. The finding revealed that: a) 7 critical literacy of PISA were identified as determining the purpose of a text, arguing, assessing the relevance/ reliability/ fairness of a source, evaluating the author's attitude, defining the target audience, and separating fact and opinion; b) school genre priority in Indonesia was not entirely taught and written on PISA text and TOEFL test at their English class, book, and curriculum; it is only 5 of 9 factual genres and 2 of 7 story genres; c) Most of PISA's classification text type related to the informational typological text whose aims to describe universal text types in terms of the typical surface structure were related to the cognitive process such as judging and consist of attributing sentence, relational concept or elements and phenomenon-linking, spacing phenomenon-registering sentences or action demanding sentence, and aims to achieve a personal purposes. Only a few fictional texts or story genres deal with phenomena in time. It is indicated that genre and text type, integrated into SFL, CA, and GBA, to advance pre-service teachers' critical literacy, must be comprehensively taught to the genre college level as listed writing skills and key competencies in language for lifelong learning in the 21st century. It implies further research that test takers, policymakers, and teachers who work in English courses, English language policy, and English curriculum need to know the futuristic genre and text types of language learners in the expanding circle country, Indonesia.

Keywords: *Critical Literacy, Genre, Reading PISA Assessment, Text Type*

1. INTRODUCTION

Language proficiency refers to one's ability to use language for various communicative purposes. For a while, the communicative approach was still implemented as the primary approach of the English curriculum in Indonesia (Ficayuma, 2022). English language learners can foster their communicative competence by composing tasks assessing their grammatical, discourse, sociolinguistic, socio-cultural, and strategic competence at PISA, TOEFL, and IELTS.

Assessing literacy and PISA reading assessment is the foundation and capital for learning language and recognizing the text. At the same time, the structure and grammar, reading, and listening assessed part of TOEFL is believed to be a legally certified document of English proficiency. Especially if it's equipped with IELTS that thoroughly assesses speaking and writing language learners, one way to promote language proficiency can be revealed by recognizing the genre, text type, and questions raised on this test. By the process of evaluating, teachers or lecturers engage students



in literacy practices and settings through an emphasis on contents (social function), style (language features), structure, and sequence steps (schematic structure) of texts. Furthermore, teaching texts involves teaching language works to meaning-making in context, which decidedly arises and promotes translation competence and learners' literacy. In the PISA reading assessments, texts included on the test have been categorized by genre and text type.

Derewianka (2011) ever separated the function of language into two: 1) constructing coherent text and 2) achieving different social purposes. Both of those will show us the text function at the communication level. Communicative purpose refers to what the text tries to accomplish (Helena, 2020). Furthermore, English learners' familiarization with English text types was expected to predict how a communicative event unfolds. Text with explicit communicative purposes, schematic structure, and language features are often referred to as characterization of genre. The genre was not only about essays and monologues created by a person, but also text type and subtext type was classified into spoken language or written language, and story genre or factual genre. In spoken language, language is divided into transactional, casual, or interpersonal, short functional texts, and monologs in various genres.

Cope and Kalantzis (2014) also said that a genre approach to literacy can transform how writing is taught. Due to the genre approach to literacy, teaching involves being explicit about meaning-making. In this process, the teacher, as an expert on language system and function, will teach learners an emphasis on content, structure, and sequence in the steps that a learner goes through to become literate, including the steps of tasks in the book that appropriate on the syntax of Genre Based Approach (henceforth, GBA). In line with Emilia and Hamied (2015), as will be alluded to later, in general, the study supports previous research in the Indonesian context that despite some aspects that still need improvement, systemic functional linguistic genre pedagogy can help learners succeed in their learning English, especially in writing.

Genre is primarily characterized by the communicative purpose(s) that it is intended to fill. In comparison, text type refers to different kinds of linguistic realizations. Therefore, the genre is a relatively stable, thematical, compositional, and stylistic type of expression in written and reading form. In comparison, text typology aims to describe universal text types in terms of typical surface structure.

In TOEFL and IELTS, the factual genre is primarily raised than the story genre in the assessments. Meanwhile, in PISA, story genres such as narrative and recount were still assessed despite rarely being raised. Interestingly, transactional text has been completed because it aims to achieve personal purpose and build on the possibly private knowledge and understanding common to those involved in the transaction. Furthermore, the cognitive process within each category of reading assessment PISA places on the locate information, understanding, evaluation, and expression. Through locating information, the learners can access and retrieve information within a text and search for and select relevant text. Then, during the comprehension process, the learner will be given a reading passage with various texts representing literal information, and they are asked to integrate and generate interference across multiple sources. During



the evaluation and reflection steps, the learner will be assessed their quality and credibility, reflect on content and form, and detect or handle conflict in the text, whether it is argumentative, discussion, or exposition text.

The information, as mentioned, led the researcher to conduct the qualitative study focusing on the following research questions: 1) what kinds of genre and text types are assessed in PISA, TOEFL, English books, and English curriculum? and 2) What genre and text types were recommended for English courses in Indonesia as language policy?

2. METHOD

As stated above, this study used a qualitative case study research design focused on the following research questions: 1) what kinds of genre and text types are assessed in PISA, TOEFL, English books, and English curriculum? and 2) What genre and text types were recommended for English courses in Indonesia as language policy?

The analysis utilized theory-oriented qualitative-four syntax of interactive Miles and Huberman model adopted for analyzing data. During book review and document analysis, the researcher used the framework analysis method on five syntaxes: 1) sampling, 2) analyzing units, 3) coding and categorizing, 4) coding and reliability, and 5) analyzing and evaluating. The researcher conducted the research with three TOEFL tutors and two authors of the TOEFL book for interrater. The data collected was based on 1) semi-structure interviews, 2) the results of English curriculum analysis of Junior High Schools and Senior High Schools, 3) an English book review (2 English books and 4 TOEFL books), and 4) a document review process of PISA reading assessment 2018 and 2022.

3. FINDING AND DISCUSSION

The target of English proficiency of Indonesian learners-based government standard at Learning to Freedom Curriculum implementation is B2 level CEFR for SHS. Reading proficiency scale B2 level description demanding the language learners are able: 1) to understand straightforward texts on subjects related to their fields of interest; 2) to find and understand general information they need in everyday material, such as letters, brochures, and short official documents; 3) to search one long or several short texts to locate specific information they need to help them complete a task; 4) to recognize significant points in straightforward newspaper articles on familiar subjects; 5) to identify the main conclusions in clearly-written argumentative texts; 6) to recognize the general line of argument in a text but not necessarily in detail; 7) to understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance, and 8) to understand clearly-written straightforward instructions for a piece of equipment.

Regarding the B2 level, the targeted text involves: 1) transactional text, such as letters and brochures; 2) argumentative text, such as discussion and exposition; 3) recount text, such as biography and personal letter; 4) report text, such as science report and short official document, 5) news item such as newspaper article; and 6) instructional

text such as procedure text. Those texts are in line with the text assessment on PISA. The detailed analysis can be read clearly in the following description.

Table 1 The Result of PISA Reading 2018

<i>Topic</i>	<i>Genre/Text Type</i>	<i>Dimension</i>	
Unit CR551: Rapa Nui	Web page the professor's blog.	Source: Multiple text Organization: Dynamic Format: Continuous	Text: Narrative, Descriptive Genre: Story
	A book review	Source: Single text. Organization: Static	Format: Continuous Text: Argumentative
	A news article from an online science magazine	Source: Single text. Organization: Static Format: Continuous	Text: Argumentative, Report Genre: Factual
Unit CR557: Cow's Milk	Announce business on a webpage from 'farm to market dairy.'	Source: Multiple text. Organization: Static	Format: Continuous Text: Argumentative, Report
	Announcement business at a healthy webpage from 'just say no to cow's milk.'	Source: Multiple text. Organization: Static	Format: Continuous Text: Argumentative.
Untested Unit: The Galapagos Island	Website design course	Source: Multiple Organization: Dynamic	Format: Mix (Continuous and non-continuous) Text: Expository
	Review each other's websites.	Source: Multiple text. Organization: Dynamic	Format: Mix (Continuous and non-continuous) Text: Review
Unit CR548: Chicken Forum	Internet Forum: Chicken Health	Source: Multiple Organization: Static	Format: Continuous Text: Transactional
	Internet Forum: Internet Forum: Chicken injured	Source: Multiple Organization: Static	Format: Continuous Text: Transactional

Based on the table, it can be summarized that PISA reading performance is classified along four different dimensions there are (a) source (multiple and single), (b) organization (static and dynamic), (c) formats (continuous, non-continuous, and mix), and (d) type (description, exposition, argument, discussion, instruction, transactional, and narration). Another is that most of the source text was assessed by reading in



multiple units of text with different authors, publication times, titles, and reference numbers. Furthermore, factual genre categories are more dominant than story genre categories. In addition, continuous texts were formed by sentences organized into paragraphs mainly used in reading assessments, and non-continuous texts composed of several list elements such as tables, graphs, diagrams, etc., or mixed texts. Another organization and navigation framework, the static text with simple organization and a low density of navigation with one or several pages linearly, and dynamic text with more complex nonlinear organization with higher density are balance assessed. The text types assessed in PISA reading are not accommodated for the English subject at the Learn to Freedom Curriculum in Indonesia, especially transactional text.

Teachers can teach transactional text based on social purpose with multimodal text. For example: 1) transactional advice can be given through the best way option itinerary to take traveling at holiday through a magazine article or travel brochures; 2) transactional information can be given through informational text such as wedding or birthday e-invitation/ print-out invitation, schedule of thesis examination by email, attaching flash news file at WhatsApp chat, or map brochure with direction for tourist; 3) transactional to argue can give by, 3) transactional to argue can be given through debating text, speech text, a brochure of the campaign, a commentary text, book review, or movie spoiler; and 4) transactional text to persuade can be given through persuasive, transactional writing such as the review of product with testimonials, campaign poster with pros and cons to a few different methods to vote. While the transactional text was assessed in PISA reading, it was rarely even evaluated mapping on the English curriculum, due to this text can be included on recount as a personal letter, invitation, email, or text message based on the purpose of the transactional text. The specific genre school priority can be seen in the following table.

Table 2 Genre School Priority in the Implementation of Freedom to Learn Curriculum

Grade	Factual Genre	Story Genre
SMP VII-IX	Description & Procedure	Narrative
SMA X	Description, Procedure, Exposition, & Report	Narrative & Recount
SMA XI – XII	Description, Procedure, Exposition, Discussion, & Argumentative	Narrative

Based on the table, it can be concluded that among 17 text types, there are eight text types, which are priority text types to teach in the English curriculum in Indonesia. It was divided into six texts categorized into factual genres (description, procedure, exposition, discussion, and argumentative texts) and two texts categorized into story genres (recount and narrative).

Meanwhile based on 2 English books for X Grade SHS were analyzed are: 1) Pathway to English was written by Tn.M. Sudarwati and Eudia Grace and published in 2022 by Gramedia Publisher, and 2) *Bahasa Inggris* Work in Progress for tenth grade, which published by educational ministry. Both books were chosen because one English

book was the leading national book, and the other was the supplementary book primarily used in Indonesian senior high schools. The result of the analysis can be seen in the following tables.

Table 3 The Result of Text Type Analysis in 'Work in Progress' Book

Chapter/ Topic	Frequency	Title of Text	Genre/ Text Type
Great Athletes	2 Texts	<ul style="list-style-type: none"> Christian Ronaldo Description of Christian Ronaldo 	Factual Genre: Descriptive (Person)
Sport Events	1 Text	<ul style="list-style-type: none"> Andi's Experience 	Story Genre: Recount (Personal)
Sport and Health	2 Texts	<ul style="list-style-type: none"> Tips for Taking Care of Your Mental Health 7 Healthy Habits for Weight Loss 	Factual Genre: Procedure (Instructional)
Healthy Foods	1 Text	<ul style="list-style-type: none"> Simple Tips for Healthy Eating 	Factual Genre: Procedure (Food Recipe)
Graffiti	4 Texts	<ul style="list-style-type: none"> Why Should Graffiti Be Considered Art? Graffiti is always vandalism Post Written by Hanif Post Written by Sofia 	Factual Genre: Analytical Exposition
Fractured Stories	2 Texts	<ul style="list-style-type: none"> Little Red Riding Hood 	Story Genre: Narrative (Fairy tale)

Furthermore, based on the English curriculum and English books, descriptive and procedure texts are text types taught in every grade. It means that only five texts were essentially taught. The review of *Bahasa Inggris's* Work in Progress for the tenth-grade book published by the government can be seen briefly in the following table.

Table 4 The Result of Text Type Analysis in 'Pathway to English' Book

Chapter/ Topic	Frequency	Title of Text	Genre/ Text Type
Language, Lens of Understanding/ Local Value	5 Texts	King Arthur, The Legend of the Keris Mpu Gandring, The Rough Face Girl, Superman, and Letter Pie.	Story Genre: Narrative (Folklore, Fairy-tale, Hero Story, Legend)
Unlock the Ideas for Arts/ Creativity for Our Country	8 Texts	Opera House in Australia, TMII Indonesia, TMII Indonesia, The Giant Glass Slipper Building in Taiwan, Casa Terracotta, The Giant Glass Slipper, The Great Mosque of	Factual Genre: Descriptive Text



		Djenne, The Fish Building, and The Mimetic Architecture.	
When a Disease was Declared as a Pandemic/ Sustainable Behaviour	7 Texts	World Pandemic Timeline, Chronology of How the Covid-19 Pandemic Happened, The History of Black Death, Covid-19 Pandemic from Wuhan to All over the World, Peter Sham Restaurant, The Vaccine of Small Pox Disease, and Ebola Virus.	Story Genre: Recount text (Historical Recount and Letter)
Good Habits During Pandemics/ Entrepreneurship	8 Texts	How to Eating Out during Pandemic, Steps for Wearing a Mask Properly, Do and Don't While Wearing a Mask, How to Use a Pulse Oximeter, How to do Online Shopping, 4 Steps to Register for Vaccination at the Health Facilities, The Things that You Should do When Gong to the Vaccination Location, and How to Make Your Hand Sanitizer at Home.	Factual Genre: Procedure (Instructional text, Manual text, and Food Recipe)
Smart Teenagers in a Smart Community/ Entrepreneurship	11 Texts	Indonesia Investor Day, The Most Popular Product Purchased on the National, and Online Shopping Day in 2021.	Factual Genre: Science Report
Help the Planet We Call Home/ Sustainable Behavior	6 Texts	Stop Deforestation, Why Using a Plastic Bag? Hydro The Power of Water, Stop Plastic Pollution, The Advantages of Riding Electric Bike, and East Less Meat.	Factual Genre: Analytical Exposition

Even though some of the texts assessed in PISA were not taught and stated in the English curriculum in Indonesia, the English learners and English teachers learn it through pairs of genres such as: a) narrative is genre pairs of recounts; b) report is genre pairs of description; c) news item is genre pairs of news story; d) procedure t is genre pairs of explanation; e) discussion is genre pairs of exposition; and f) commentary is genre pairs of review. It makes sense if the language policymakers make this decision in English curriculum design and development in Indonesia.

Regarding the genre category and text type at TOEFL, based on a semi-structured interview was conducted by the researcher with participants, it was found that 66.7% of tutors of TOEFL who also responsible for being English lecturers and laboratory heads at the university strongly agree that factual genres such as argumentative, discussion, report, explanation, and description are text was mainly assessed at TOEFL—book than story genre. In addition, 100% of participants said that biography text is one of the recount sub-texts evaluated primarily in TOEFL. For further information, the researcher also identified 5 TOEFL books often used by tutors, English

lecturer, and English learners. 2 books were written by non-Indonesian authors, and two authors wrote the English Laboratory at State University in Indonesia wrote two books and one book. It can be seen clearly in the following table.

Table 5 The Result of Book Analysis of TOEFL

TOEFL Book	Reading Comprehension		
	Pre-Test		
	Topic	Genre	Text: Sub-text
Longman Complete Course for the TOEFL Test	1 st Text: John Quincy	Story Genre	Text: Recount/ Sub-text: Biography
	2 nd Text: Carbon Tetrachloride	Factual Genre	Text: Report/ Sub-text: Scientific Report
	3 rd Text: James Whistler	Story Genre	Text: Recount/ Sub-text: Biography
	4 th Text: Star in the sky	Factual Genre	Text: Descriptive/ Sub-text:
	5 th Text: The various reasons for divorces	Factual Genre	Text: Exposition/ Sub-text: Analytical exposition
	6 th Text: The literature of the 18 th century in America	Factual Genre	Text: Explanation/ Sub-text:
TOEFL Preparation Guide: Test of English as a Foreign Language	1 st Text: A Greek city of Hellenic Period: Athens and Sparta	Story Genre	Text: Recount/ Sub-text: Historical recount
	2 nd Text: The Process Production of Gelatin	Factual Genre	Text: Procedure/ Sub-text: Recipe
	3 rd Text: Jean Francois: A French philologist	Story Genre	Text: Recount/ Sub-text: Biography
	4 th Text: Petroleum Product	Factual Genre	Text: Description/ Sub-text: Detail Product
	5 th Text: The Changes of Presidential Election in US	Factual Genre	Text: News Item/ Sub-text: Political news
	6 th Text: The Great Pyramid of Giza	Factual Genre	Text: Explanation/ Sub-text: Historical studies
Get the Better of English: Smart Way to TOEFL.	1 st Text: Conflict within Organization in Desirable View	Factual Genre	Text: Discussion/ Sub-text: Commentaries
	2 nd Text: Intelligence Quotient	Factual Genre	Text: Report/ Sub-text: Biological Report
	3 rd Text: The Part of Human Heart and Blood Plasma	Factual Genre	Text: Report/ Sub-text: Biological Report



	4 th Text: A Hoax	Factual Genre	Text: Exposition/ Sub-text: Analytical Exposition
	5 th Text: Charles Lutwidge Dodgson	Story Genre	Text: Recount/ Sub-text: Biography
	6 th Text: A Bigfoot	Factual Genre	Text: Report/ Sub-text: Scientific Report
TOEFL Preparation	1 st Text: Is the Hawaiian language a Melodies language?	Factual Genre	Text: Explanation/ Sub-text: Social Studies
	2 nd Text: Eskimos' Life	Factual Genre	Text: Description/ Sub-text: Social Studies
	3 rd Text: The Monopoly Games Rules	Factual Genre	Text: Procedure/ Sub-text: Instructional Manuals
	4 th Text: Check and Balance Concept in US Constitutions	Factual Genre	Text: Procedure/ Sub-text: Instructional Rules
	5 th Text: Black Widow	Factual Genre	Text: Report/ Sub-text: Biological report
	6 th Text: A Piece of Eight: A Spanish Peso	Factual Genre	Text: Description/ Sub-text: Product Details

Based on the table above, it can be concluded that the reading comprehension section test at TOEFL assessed the learners' ability to understand the passage and demanded them to interpret and analyze the reading passage on various topics. Pyle and Page (2005: 30) stated that most reading selections will be factual from science, history, linguistics, or other areas. The researcher evaluated the result of 5 book reviews, and a biography of the figure was always provided in reading assessment, another historical topic. It was a part of the sub-recount text. The subjects raised in the reading passage are geology, biology, economy, astronomy, politics, literature, linguistics, and socio-cultural. Furthermore, 10 factual genres and one-story genres were often assessed in TOEFL: 1) report, 2) explanation, 3) description, 4) explanation, 5) procedure, 6) exposition, 7) news item, 8) review, 9) commentary, 10) discussion or argumentative, and 11) recount.

Therefore, if the researcher identified based on a model for the generic social process essential for school learning proposed by Knapp's genre model, five categories of genre social process were found. It can be seen in the following table.

Table 6 The Social Process of Genre Type in English Curriculum, TOEFL, and PISA

Grade	Describe	Instruct	Argue	Narrate	Explain
JHS Grade VII-IX	Descriptive	Procedure		Narrative	



SHS Grade X	Descriptive	Procedure	Exposition	Narrative	
	Report			Recount	
SHS Grade XI – XII	Descriptive	Procedure	Exposition	Narrative	
			Argumentative		
			Discussion		
PISA	Report		Argumentative	Narrative	
	Descriptive		Exposition		
TOEFL	Report	Procedure	Discussion	Recount	Explanation
			Commentary		
	Descriptive		Argumentative		News item
			Review		

According to the table, the essential generic purpose was assessed in the English curriculum, English book, PISA, and TOEFL, which, as shown in the table, evaluated processes more than described and explained processes. The instruct process, as always, was a kind of text that was rarely assessed with multi-generic sub-text due to the belief that one of the simple texts was more than 17 text types. In addition, the only social process, narrate process, type text such as narrative and recount, is continually assessed in every grade in the story genre category, rather than exemplum, anecdote, spoof, and new story.

Therefore, for implication and language policy formulation, the researcher recommended that: 1) teaching arguing generic social process genre with multiple sources, dynamic organization and navigation, and continuous format should be highlighted to learn and to teach for English courses in Indonesia. 2) the emphasizing how to identify the differences of arguing generic social process genre category is pivotal due to the similarities among of probing of text, pair of genres, schematic structure, social process, and also the language features, such as analytical and hortatory exposition, exposition and discussion, report and descriptive, procedure and explanation, review and commentary, narrative and recount, then spoof and anecdote. 3) Adding commentary, review, news items, and commentary texts can be considered to teach and add in phase E or F, such as caption text, which has been implemented in the last curriculum because this text is necessary and relevant to this era.

Regarding the linguistic elements of text type, schematic structure, or generic structure, 17 of 34 were implemented at the JHS and SHS level Indonesian curriculum. This means that 50% of the schematic structure learned by English language learners at JHS and SHS in Indonesia.

Table 7 Schematic Structure of School Genre at Indonesian English Curriculum

Genre	Schematic Structure			
	1	2	3	4
Factual Genre				
Procedure	Goal	Materials	Steps (1-n)	-
Report	General Classification	Description	-	-
Description	Identification	Description	-	-
Analytical Exposition	Thesis (Position & Preview)	Arguments (Point & Elaboration)	Reiteration	-
Hortatory Exposition	Thesis	Argument	Recommendation	-
Discussion	Issue (Statement & Preview)	Arguments (Point & Elaboration)	Conclusion or Recommendation	-
Explanation	General Statement	The sequence of explanations of why and how something occurs	-	-
Commentary	A general statement to position the reader	Sequenced explanation: Evolutionary step 1-n	-	-
News Item	Newsworthy events	Background events	Sources	-
Transactional (Review)	Orientation	Interpretive recount	Evaluation	Evaluative summation
Story Genre				
Narrative	Orientation	Evaluation	Resolution	Reorientation
Recount	Orientation	Events	Reorientation	

Based on the table, 50% of schematic structures uncovered to learn and stated explicitly in English curriculum and English books in Indonesia are: 1) incident, 2) general statement, 3) conclusion, 4) newsworthy event, 5) background event, 6) source, 7) abstract, 8) crisis, 9) complication, 10) reaction, 11) coda, 12) twist, 13) punchline, 14) summation, 15) interpretive 16) recount, and 17) evaluation of summation. Those schematic structures are commonly assessed at PISA and TOEFL. The seven schematic structures needed to learn the TOEFL and PISA reading assessment are: a) general statement, b) newsworthy events, c) sequence of explanation, d) interpretive recount,

e) source, f) evaluation, and g) evaluative summation. In addition, those schematic structures were also fruitful to learn at Higher Education level: abstract, conclusion, summation, thesis, argument (point and elaboration), and source.

The next linguistic element of the text is the language feature, which involves participants, tenses, process or verb type, and language. It can be seen in the following table.

Table 8 Language Feature of Genre School of Priority in Indonesia

Factual Genre	Language Feature			
	Tenses	Process	Language	Participant
Procedure	Simple Present	Materials	Temporal Conjunction	Generalized human agent
Report	Simple Present	Being and having a clause	No temporal sequence	Generic participants
Description	Simple Present	Identifying and attributing	Epithets and classifiers in nominal group	Specific participant
Exposition	Simple Present	Relational, mental, and material	Modality and reasoning are expressed as verbs and nouns	Generic human and non-human participants
Discussion	Simple Present	Relational, mental, and material	Modality, logical/ temporal/ causal conjunctive relations, and reasoning expressed as verbs and nouns	Generic human and non-human participants
Story Genre				
Narrative	Past tense	Relational, mental, behavioral, existential, and material	Temporal conjunction and temporal sequence	Specific and usually individual participants
Recount	Past tense	Materials, behavioral, and existential	Temporal sequence and circumstance of place or time	Individual participant

The language feature tables clearly show that some language features in the factual genre are expressed in the present. Meanwhile, story genres are described in the past tense, even several factual expressions in the past if it is a direct conversation. It was in line with the statements of Ashadi, Zudianto, Widiyanto, and Istiqomah (2022), who

concluded that three kinds of tenses are commonly used in academic writing. Those are simple present, simple past, and present perfect. While material, relational, and mental processes still dominate at school genre priority in Indonesia, the verbal, behavioral, and existential process was rarely used. While the meteorological process was almost used in all text types due to impersonal pronunciation, it was commonly formed as a subject and clause.

Table 9 Non-Language Features of PISA and TOEFL which Unstated at Curriculum

Factual Genre	Language Feature			
	Tenses	Process	Phrasal Bank	Focus
Explanation	Simple present	Material process	Temporal and causal conjunctive relation, passive and action clauses	Generic human and non-human participants
Commentary	Simple past tense	Material and relational process	Temporal and causal circumstance and conjunction.	Non-human participant.
News Item	Simple present and past	Material and verbal process	Circumstance	Short, telegraphic information about the story captured in the headline
Transactional (Review)			Direct expression of opinion use of attitudinal lexis, metaphorical language, elaborating and extending clauses, and group complexes to package information	Particular participants

The implication for English language learners, teachers, lecturers, test takers, and materials developers is that learning 17 text types of English is necessary due to the complexities of reading assessment-based English standard tests such as PISA and TOEFL.

Table 10 The Result of Book Analysis about Genre in Academic Writing for College

Title of Book: Genre in College (Indonesian Author)	Factual Genre	Story Genre
Writing for college: A genre-based perspective	Descriptive, Critical Analysis, Analytical Exposition, Explanation, and Argumentative.	Narrative



College academic writing: A genre-based perspective	Descriptive, Report, Explanation, Procedure, Hortatory Exposition, Analytical Exposition, Discussion, News item, Commentary, Critical review, and Book review	Recount, Spoof, Anecdote, and Narrative
Genre in Writing	Discussion, Procedure, Descriptive, Analytical Exposition, Report, News item, Hortatory Exposition.	Recount, Narrative, Anecdote.

At higher education levels, the subtext of genre in academic writing and reading assessment will be more specific and complex. It was shown in the book review result entitled *Genre in College* the students demand to master all of the text types. More than 17 text types are learned.

4. CONCLUSION

To conclude, it is worth reiterating that recognizing genre and text type is pivotal in answering reading English assessments at school, PISA, and TOEFL. It involved mastering linguistic elements such as social function, schematic or generic structure, and language features; another was the probing of text and genre pairs. In addition, based on the accumulation of document analysis of curriculum, books review (2 English books and 4 TOEFL books), and PISA reading assessment 2018 and 2022 were collected by the researcher, which has been reduced, it was revealed that 1) the genre school priority was taught in Indonesia at JHS and SHS grade are seven text types factual genre (description, procedure, explanation, description, report, discussion, and exposition texts) and two texts type of story genres (narrative and recount texts). 2) The school genre priority in Indonesia was assessed in PISA, which is three text types: factual genre (discussion, exposition, report, and descriptive text) and one story genre (narrative text). While the transactional text was not explicitly taught. 3) The school genre priority was assessed in TOEFL 5 texts, which are a type of factual genre (report, descriptive, exposition, procedure, and discussion texts) and two text types of story genres (narrative and recount texts). While the explanation, news item, and commentary texts were not explicitly taught. Then, the school genre priority in Indonesia was assessed in TOEFL and PISA 4 text types of factual genre (descriptive, report, expository, and discussion texts) and one text type of story genre (recount text). Seven critical literacies of PISA were: 1) identifying and determining the purpose of a text, 2) arguing, 3) assessing the relevance/ reliability/ fairness of a source, 4) evaluating the author's attitude, 5) defining a target audience, and 6) separating the fact and opinion. Most of PISA's classification text types related to the informational typological text whose aims to describe universal text types in terms of typical surface structure were associated with the cognitive process such as judging and consist of attributing sentences, relational concepts or elements and phenomenon-linking, spacing phenomenon-registering sentences or action demanding sentence, and aims to achieve a personal purpose. This means that only a few fictional texts or story genres deal with phenomena in time. It is indicated that genre and text type, which are integrated into



SFL, CA, and GBA, to advance pre-service teachers' critical literacy, need to be taught comprehensively to the genre college level as listed writing skills and key competencies in language for lifelong learning in the 21st century.

5. REFERENCES

- Ashadi, Zudianto, H., Windianto, N.E., and Istoqomah, A.D. (2022). *Academic Writing for Novice Authors*. Sleman: UNY Press.
- Agustien, H.I.R. (2020). *Implementing a Text-Based Approach in English Language Teaching*. Malang: TEFLIN Publication Division.
- Barrett, T. C. (1972). *Taxonomy of reading comprehension*. Reading 360 Monograph. Lexington: MA: Ginn & Co.
- Bates, L., Lane, J., & Lange, E. (1993). *Writing clearly: Responding to student writing*. Boston: Heinie.
- Cope, B., and Kalantzis, M. (2014). *The Power of Literacy (RPLE Edu I): A Genre Approach to Teaching Writing. How a Genre Approach to Literacy Can Transform the Way Writing is Taught*. London: Routledge.
- Duharie OS. *Genre dilengkapi 700 soal uji pemahaman*. Bandung: Yrama Widya; 2017.
- Emilia, E., & Hamied, F.A. (2015). Systemic Functional Linguistic Genre Pedagogy (SFL GP) in Indonesia's Tertiary EFL Writing Context. *TEFLIN Journal*, 26 (2), 155-182. <https://doi.org/10.15639/teflinjournal.v26i2/155-182>
- Ficayuma, L. A. (2022). *Identifying Language Proficiency and SLA of English Education Department Students for Designing an Intercultural Communication E-Book*. International Research-Based Education Journal, 04 (02).
- H.F., Johan dan Juwita. (2009). *Get the Better of English: Smart Way to TOEFL*. Jakarta: Generasi Cerdas.
- Knapp P., & Watkins M. *Genre, text, grammar: Technologies for teaching and assessing writing*. New South Wales: UNSW Press; 2015.
- OECD. (2019). *PISA 2018 Released Field Trial and Main Survey New Reading Items*. Australia: ETS.
- OECD. *PISA 2022 result (volume 1): The state of learning and equity in education*. Paris: OECD Publishing.
- Phillips, D. (2012). *Longman Introductory Course for the TOEFL Test (Second Edition)*. England. New York: Longman Grup UK Limited.
- Pyle, A Michael and Page Ellen Munoz, Mary. (2005). *TOEFL Preparation Guide*. New Delhi: Wiley Dreamtech India (P) Ltd.
- Pusat Pengembangan Bahasa, LPPMP, UNY. 2014. *TOEFL Preparation*. Yogyakarta: LPPMP UNY.
- Renandya, W.A., Hamied, F.A., and Nurkamto, J. (2018). *English Language Proficiency in Indonesia: Issues and Prospects*. The Journal or AsiaTEFL. 15 (3), 618 – 629.
- Triastuti A., Madya S., & Chapell P. *Designing English: Text-based Instruction with principled eclecticism*. Yogyakarta: UNY Press; 2021.