

## Genre Analysis of Online Private Class During the COVID-19 Pandemic

Annisa Agustina<sup>1</sup>, Setyo Prasiyanto Cahyono<sup>2</sup>

{annisagstn13@gmail.com<sup>1</sup>, setyo.cahyono@dsn.dinus.ac.id<sup>2</sup>}

Universitas Dian Nuswantoro<sup>1</sup>, Universitas Dian Nuswantoro<sup>2</sup>

**Abstract.** The study aims to describe the social functions, linguistic features, and schematic structures in order to understand how the genre applies in online private class among teacher and student. This study used the qualitative method to analyze the data. The researchers collected the data from the video recording of the online private class that contain of a lecturer and the student. The researcher asked the data from the lecturer itself. Meanwhile, in analyzing the data the researchers employs a theory of genre analysis proposed by Gerot and Wignell (1995) to get the social functions, linguistic features, and schematic structures of the whole interactions. Furthermore, the result of this study indicates that the social functions of the interaction is to give students information about the material of the writing the English text, then, the schematic structures in the interactions of online private class is, as follows: greetings^opening conversations^bringing the topic^pre closing^leave taking. In addition, the linguistics features of the interaction is indicated by the use of simple present tense such as the use of is, do, does, and some modalities such as will, can, and may.

**Keywords:** on line class, social function, linguistics features, schematic structures.

### 1 Introduction

The Covid-19 pandemic has been endemic in all parts of the world which has created major, prolonged changes in the pattern of life [1]. One of these changes has an impact on the education sector, which requires teaching and learning activities to be online or e-learning. E-learning is a distance learning style that uses information and communication technology in the teaching and learning process of students [2]. According to Waller, E-learning is an effective learning process that is produced by combining the delivery of digital or online material which consists of support and services in learning [3].

This kind of learning process is now being implemented during the Covid-19 pandemic. The pandemic has been endemic in all parts of the world which has created major, prolonged changes in the pattern of life [4]. One of these changes has an impact on the education sector, which requires teaching and learning activities to be online or e-learning. With the online learning system, teaching staff interact (communicate) with their students online or online or also known

as synchronous. Synchronous learning is real time or the delivery of material is broadcast live via video conference facilities, such as Zoom Cloud meetings or Google Meet, while asynchronous learning means that the delivery of material is not real-time and the teacher needs to make or record a learning video first [4]. In the teaching process, the lecturer interacts with his students by greeting each other or simply giving a brief question about the news or about the learning material. It can be said that there is interaction in the classroom.

Genre analysis is a combination of linguistic analysis, sociolinguistics, ethnography, psychology, communication science and culture arising from members of the language-using community. Furthermore, Hyland describes genre is a term for grouping texts together, representing how writers typically use language to respond the recurring situations [5]. As Martin stated that a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture [6]. According to Gerot and Wignell, there are thirteen text types [7]. Those texts are: Spoof/Recount, Recounts, Reports, Analytical Exposition, News Item, Anecdote, Narrative, Procedure, Description, Hortatory, Exposition, Explanation, Discussion, and Review. As a result genre analysis is the types of discourse analysis and it can be used to analyze how the language used in the interactions represent something.

There are some previous studies about genre analysis and qualitative descriptive methods for the continuity of their research. The three previous studies have different data sources. Akbar (2016) took data from Kompasiana, Singh, Shamsudin and Zaid (2012) took data from COWERIC Corpus, and Changpueng and Patpong (2021) took data from meeting minutes written by Thai engineers [8] [9] [10]. Ruth windy Dias Proborini (2013), in her research paper described that genre is a term for grouping texts together, representing how writer typically uses language to respond and to recur situations [11]. Studies of genre also stress a concern with context as well as form and emphasize the importance of description and analysis rather than simple classification. It is also true that genre has become a key concept in modern thought, not only in linguistics and language teaching but in many areas of contemporary social and cultural studies. This is because language is seen as a central way in which people construct our lives. It is through genre that individuals develop relationship, establish communities, and achieve their goals. Without the familiar structure that gives to social events, it would be unable to conduct the most basic interactions of daily life. Studies about genre also researched by Kusumadew and Cahyono (2021) and Prasiyanto Cahyono (2017) [12] [4]. they observed the used of genre in short story, entitled "Dinda Bukan Puisi" that is a narrative text and observed the genre based approach in teaching narrative listening an approach to motivate the students to learn listening. In this study used the data from the students' narrative writings and listening answer sheets. The difference with this research proposal has a fairly high novelty value, because from previous research no one has ever conducted a genre analysis on learning recordings in online classes delivered orally.

According to the reasons above, the researcher wants to discuss the, topic about genre. This study uses theory of genre to analyze the learning process in a online class in order to understand how the genre applies in a online class. So, the researcher decides to use the recording of online private class as the source data. The researcher identifies the genre applied in the online class using the theory of genre. In this study, researcher will use genre analysis theory in online classroom discourse to see the schematic structure and phases in the teaching and learning process that occurs in online private class.

## 2 Research Method

This study employs qualitative method by describing linguistics phenomenon found in the data. Raco (2018), states that qualitative methods are very suitable for use by the social sciences and humanity [13]. Researchers use a sampling technique in selecting videos. The source of the data was taken from the video recorded of the online private class in a private course conducted by the Center of Foreign Language (CFLT), Universitas Dian Nuswantoro, which was held on July 24, 2021 used the Zoom Cloud Meetings platform. In order to get the data, the researchers first ask for the permission of the lecturer for video recording of one private online class session, then the researchers transcribe the video manually into texts in order to be analyzed. The transcribed data are then separated in dialogues and each dialogue is then analyzed for the schematic structures and linguistic features. Meanwhile, unit analysis of this study is the utterances of the interaction between the lecturer and the students appeared in the video recorded of the online private class during the Covid 19 pandemic. Furthermore, in analyzing the data the researchers employ a theory of genre analysis proposed by Gerot and Wignell (1995) to get the social functions, linguistic features, and schematic structures of the whole interactions [7].

## 3 Findings and Discussion

In this part of the sub chapter, the researcher found some schematic structures and linguistics features in the video recorded of the online private class during the Covid 19 pandemic.

The following table 1 covers the parts of the video recorded of the online private class during the Covid 19 pandemic. It can be seen in the table 1 below.

**Table 1.** Parts of the Video Record of the Online Private Class during the Covid 19 Pandemic

Parts of the Online Class	The Online Private Class
Greeting	✓
Opening Conversation	✓
Bringing the Topic	✓
Discussion	✓
Conclusion	–
Pre-Closing	✓
Leave Taking	✓

From the table above, table shows the parts of the schematic structure of this online private class is: greetings^opening conversations^bringing the topic^pre closing^leave taking.

In greeting stage, the student became the first to begin the interaction. She used “Hallo” and the lecturer also give the opening conversation with used the common question about how the

progress of the student from the previous meetings. The opening conversation did occur after the greetings. Bringing the topic stage occurred when the lecturer review the progress of the student, then after that the lecturer given the new material to the student and started to discuss the material. The pre-closing stage occurred when the lecturer checked the student understanding and reviewed the material for that day. In leave-taking stage occurred when the lecturer said “see you next Thursday”.

There are seven linguistic features proposed by Gerot and Wignell found in the video recording of online private class analyzed as follows [7]:

**Table 2.** Parts of the Video Record of the Online Private Class during the Covid 19 Pandemic

No	Types of Process	Total	Percentages (%)
1	Relational	69	39,2%
2	Material	85	48,2%
3	Mental	18	10,2%
4	Behavioral	0	0%
5	Existential	4	2,2%
Total		176	100%

It can be seen in the table above that processes are realized by verbs. Traditionally, verbs have been defined as ‘doing words’. But the above list indicates that some verbs are not doing words at all, but rather express states of being or having. In this analysis the researcher found four types of processes: material, relational, and mental. The dominant process is material and relational, with the percentages 48,2% and 39,2%. Relational process can be seen from several verbs such as is, am, are, were, have etc. Mental process occurs with the percentages 10,2%. The lowest process with the percentages 7% is existential. And behavioral process occurred 0%.

Material process is the most frequent process types found in the online private class video recorded. The example of the material process found during the analysis is:

<i>hello</i>	<i>could</i>	<i>you</i>	<i>tell</i>	<i>me</i>	<i>About your latest writing?</i>
		Actor	Material	Goal	

The data “Hello, could you tell me about your latest writing?”, the phrase is included in the material process because it has two participants called “Actor (you)” and “goal (me)”. This process is included in the material process because it is reversible or passive. In this process the lecturer ask to her student about the topic that have done written by students in compiling a written text.

The second frequent process types found in the data is relational process. The data “good, The core is that health and money contribute to people happiness during their lifetime”

<i>good</i>	<i>The core</i>	<i>is</i>	<i>That health and money contribute to people happiness during their lifetime</i>
	carrier	attribute	attributive

The data above use relational-attributive process mainly to explain the quality of the carrier contained within the clause. Attributive processes are not reversible between the carrier and its attribute. In relational process, there are also three main types represented by the examples given above. It has two participants called carrier (the core) and attributive (That health and money contribute to people happiness during their lifetime).

**Table 3.** Classifying Tense on the Online Private Class

<b>Tenses</b>	<b>Total</b>	<b>Percentages (%)</b>
Simple Present	116	65,9%
Simple Past	50	28,4%
Simple Future	4	2,3%
Past Continuous	2	1,1%
Present Perfect	4	2,3%
Total		100%

From the table above, it can be determined that there are only five tenses found in all linguistic features in online private class. The tenses used are simple present, simple past, simple future, past continuous, and present perfect tense. In this research the simple present tense was the most dominant tenses in the online private class with the percentages 65,9%. It can be identified the dominant because from the utterances in the video that it used to explain or to describe about the material of the learning. Mostly used the simple verbs, such as is, am, are, etc +V1: use, hear, explain, know, think, etc.

The other occurrence of tenses are simple past with the percentages 28,4%, simple future with the percentages 2,3%, past continuous with the percentages 1,1%, and present perfect with the percentages 2,3%.

## **4 Conclusion**

After the researcher analyzed the data, it comes to the conclusion that the social function of the online private class is to discuss or to explain about the topic or material of the writing some texts. The schematic structure of this online private class consists of greetings^opening conversations^bringing the topic^pre closing^leave taking. Meanwhile, the linguistic features found in the video recoding of online private class analyzed that in the online private class focus on material and relational are mostly used processes. The tenses usually used present tenses. It can be identified from the utterances in the video that it used to explain or to describe about the material of the learning.

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