

CHAPTER II

GENRE PEDAGOGY TO TEACHING ENGLISH

A. The Nature of Genre Pedagogy

1. Definition of Genre Pedagogy

Genre-pedagogy, a scaffolding notion embedded in the teaching and learning process that emphasizes "interactive collaboration between teacher and students, with teachers taking on authoritative roles to scaffold or support learners as they move toward their potential performance levels" (Hyland, 2003).

Genre Pedagogy is an approach which is also known as text based instruction. It is an approach that uses texts as a means of learning language. Genre Pedagogy is also known as Genre Based Approach, Richards (2007: 32) stated that genre-based approach sees communicative competence as involving the mastery of different types of text. It means that someone is considered to have communicative competence when he can create different types of texts.

Halliday and Hasan (1989) as quoted by (Hyland, 2003) stated that: this theory addresses the relationship between language and its social functions and sets out to show language a system from which users make choices to express meaning. Halliday argues that the language users have to use and develop the specific ways of using language to accomplish goals, which means that texts are related to social context and the other texts. Broadly, when a set of texts share the same purpose, they will often share the same structure, and thus, they belong to the same genre.

Genre is a matter of communication event by social context. By referring the statement above, it can be said that genre base approach is a process of communication which has a certain goal (goal oriented) for its members in a certain event of communication due to certain social context. Consequently, the different social context then, tends to lead to different genre.

A genre-based approach has three important elements that need to be mastered. First, a genre-based approach using text. The text here is not limited to written text but also symbols and images that have meaning and context (Emilia, 2005; Halliday, 2007). In this study, the context is Kampung Inggris students who come from elementary school education, that is forth grader. Assuming students have limited experience in English, this study will help add to the student experience by using relevant texts.

The theme raised in this study is one main theme, namely introductions which were divided into two sub-themes, those are self-introduction and introduction to others. The social objectives, schematic structure, and language features are presented in Table 2.1.

Table 2.1 Text Taught in Kampung Inggris

	Introduction Self	Introduction to Others
Social Function	To Introduce Self	To Introduce Others
Schematic Structure	I am Mr. Agit Rama. I am Mrs. / Miss / Rita (Full Name) You can call me Sir / Mr. Agit You can call me Mrs. / Miss Rita (Nickname) I am from Pontianak (Origin) I am a student / a housewife / a mother / a college student (Status or job)	He / She is Agit Rama (Friend's Full Name) You can call him/her Mr/Mrs/Ms Agit (Friend's Nickname) He/She is from Pontianak (Origin) He/She is a student / a housewife / a mother / a college student (Status or job)
Language Features	I am = saya (first person) From = dari You = kamu / kalian / anda (Third person) He is = dia (untuk laki-laki - subject) She is = dia (untuk	I am = saya (first person) From = dari You = kamu / kalian / anda (Third person) He is / He's = dia (untuk laki-laki - subject)

	perempuan- subject) Salutation: Mr. : Tuan Mrs. : Nyonya Miss: Nona / Mbak (no need to use salutation for friends)	She is / She's = dia (untuk perempuan - subject) Him = dia (laki-laki – object) Her = dia (perempuan - object)
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Table 2.1 showed the oral text that was taught to students in Kampung Inggris Parit Baru. It can be seen that the spoken texts to be taught have different social goals, schematic structures, and language features. To teach it is not enough to provide text. This leads to the second and third elements, those are explicit teaching and scaffolding or guidance.

This explicit teaching means giving instructions and teaching explicitly and clearly. The role of the teacher or teacher is to show students what has been and needs to be done in writing a text explicitly, especially when they are in the zone of proximal development (Kuiper et al., 2017; Vygotsky, 1978; Wood et al., 1976). Showing what has been and needs to be done is also part of the guidance or scaffolding that is needed by students until they leave the zone of proximal development towards independence (Aunurrahman et al., 2017c; Emilia, 2012).

It can be seen that the genre-based approach emphasizes text because a text has meaning. To produce meaningful texts, schematic structures and linguistic features including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts.

2. The Stages of Genre Based Approach

There are four stages in the teaching using Genre-Based Approach (Derewianka, 2003 : 148), which are:

- a. The first stage is Building Knowledge of the field, this stage aims to develop students' knowledge about the topic will be written.
- b. The second stage is the Modelling, this stage aims to guide students

to gain knowledge about a particular genre.

- c. The third stage is Joint Construction, at this stage, the teacher and students work together to compose the text.
- d. The last stages in GBA is Independent Construction, in this stage, students already have the knowledge and skill to write independently

3. Principles of Genre Based Approach

There are three principles of genre based approach (Pujiastuti, et al, 2012), as follows:

- a. Learning language is a social activity,
- b. Learning occurs more effectively if teachers are explicit about what is expected of students,
- c. The process of learning language is a series of scaffold developmental steps which address different aspects of language.

4. The Strength and The Weaknesses of The Genre Based Approach

There several Strength and Weaknesses of the genre-based approach.

- a. The Strength, students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose. Swales (1990) pointed out how rhetorical instruction plays as pivotal a role in writing improvement as prior knowledge. In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them.
- b. The Weaknesses, genre based approach are to the overemphasis on the formal features of genres and the consequent downplaying of the socially situated nature of writing, with its dynamic selection and

deployment of a range of generic features to meet the demands of the particular rhetorical context. And from a pedagogical perspective, the objection is somewhat similar: Although in presenting the rationale for their approach, the advocates of genre-based pedagogy argue that text construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach. One is that it underestimates the skills required to produce content, second the other concern is that it neglects learners' self-sufficiency (Byram, 2004). The genre approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre. Likewise, if teachers spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive. Thus, the genre approach is blamed for limiting learners' creative thoughts about content and is criticized in that it overlooks natural processes of learning and learners' creativity (Badge & White, 2000). Finally, Bawarshi (2000) pointed out that, at its best, it helps learners to identify and interpret literary texts, while at its worst; it interferes with the learners' creativity. This concern means that students may end up writing genres as meaningless reproductions.

B. Teaching English

1. Definition of Teaching

Teaching is considered by the majority of people as a profession so easy that anyone could do it. Boyer (1990) stated that when he emphasized the need to redefine teaching since it is often viewed as a routine function, tacked on, something almost anyone can do. The demand to redefine the value of teaching is more evident in recent years since imperative about increasing the education quality is strongly related to higher student outcomes. Needless to say, this mean there is an immediate need to redefine the teaching standards. As a matter of fact, research has shown that the quality of teaching workforce is a determining factor in students' achievement levels regardless of students' prior background knowledge and family factors (Guerriero, 2014). Being familiar with the definition of 'quality' is considered important since it is a technical terminology used in concepts such as 'quality teachers' and 'quality teaching'. Being used interchangeably, these terms do not actually refer to the same idea.

2. Approaches in Teaching

Approach is a set of correlative assumptions dealing with the nature of language teaching and learning, approach is the level at which assumptions and beliefs about language and language learning are specified.

C. Previous Related Studies

The students sometimes know the terms in English well, but they can't say the things they usually use everyday because they are too shy and afraid of being laughed at. In this research, the researcher is interested to conduct the research to describe genre pedagogy in teaching English. Regarding with the previous study in similar field was conducted by Aunurrahan (2020) from Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Pontianak "*Teaching English Using A Genre Pedagogy to Islamic Junior High School Students*".

In his research, The findings of his study reveal that SFL GP provides flexible basic principles and teaching procedures that could cope with the needs of the 21st century. This allows the study to utilize SFL GP to teach what the students' needs, which are not only about the schematic structures and linguistic features of the daily texts but also how the students learn to be critical, specific, accurate, and meaningful in providing reasons and information and constructing daily life texts. The students also learned to collaborate as they worked as a team before they are able to work independently and creatively. Certainly, this could not be achieved without an important role of a teacher that is not only to teach but also to guide the students to reach independence. Nevertheless, this study also has a limitation. The limitation of this study is that this study only utilized SFL GP to a class that consisted of 36 students and only focused on writing as the students learned better through writing. This means that this study is not intended for a generalization. Future studies could be conducted in a different context and to emphasize different skills such as listening and speaking, which are still limited.

The second researcher is Wijayanti (2017) from Faculty of Teacher Training and Education, University of Sultan Ageng Tirtayasa "*Genre Pedagogy to the Teaching of Academic Writing in Tertiary Level and Cognitive Empowerment*". She found that the genre pedagogy through its activities in each stage, such as questioning, discussing, analyzing, comparing and contrasting could encourage the students' cognitive processes. These activities lead the students to be able to write a sound research proposal. It is therefore concluded that genre pedagogy seemed to cognitively empower the students.

The third researcher is Nurlaelawati (2017) from Universitas Pendidikan Indonesia "*The Practice of Genre-Based Pedagogy in Indonesian Schools: A Case of Preservice Teachers in Bandung, West Java Province*". The findings in this research is a gap between what the preservice teachers

know and understand about genre-based pedagogy and how they apply their knowledge and understanding in the classroom. Similar gap was found, though not in the context of teaching writing through genre-based. Their study revealed that more specifically highlighted the gap between students' knowledge and classroom practices in terms of writing genres, writing topics, and student's motivation. To find the causes of this gap, an interview was conducted to the participants after the teaching practicum program was completed. This study has shown that the genre-based pedagogy is potential to be further developed in teacher education. However, some problems need attention such as preservice teachers' perceived difficulties in managing the teaching and learning practice using genre based pedagogy in terms of time allocation and learning targets, and the less-than optimal supervision from the supervising teachers and visiting lecturer. To address the above problems, here are some recommendations to be taken into consideration. Preservice teachers need more practice in genre- based pedagogy. With more practice, the preservice teachers will be able to adjust the genre-based pedagogy to the time allocation and targets set in the curriculum. They will be able to design classroom teaching and learning with genre-based pedagogy that is especially suited to the situations they encounter. This way, the preservice teachers will no longer see time allocation and learning targets as constraints; rather, these are the challenges they need to address in their teaching.

The forth researcher is Yulianti (2017) from Graduate Program of English Department, Lampung University "*Genre Based Approach in Teaching Writing Analytical Exposition Text*". The finding of this research is genre-based approach improved students' writing analytical exposition text of the first grade of the second year at one of Senior High Schools in Pangkalpinang. In addition, the implementing of GBA benefited the students in writing cycles into analytical exposition text. Therefore, these findings may be beneficial for students, educators or writing instructor's text in teaching analytical exposition text through Genre Based approach and by

understanding genre based, the students felt that it made them easier to produce analytical exposition text since pair and group discussion played an important role in writing cycles.

The last researcher is Ningsih (2019) from Universitas Indonesia “*Recontextualisation of genre-based pedagogy: The case of Indonesian EFL classrooms*”. In this research, she found that the teachers usually placed GBA in writing skills, neglecting other aspects of language such as speaking and listening. For example, it was found that some teachers taught students to write a procedure without using the stages in teaching and learning cycle. The teaching usually started with the teachers explaining a procedure text in terms of its generic structures. It is then followed by asking the students to write a procedure text, usually a favourite food recipe as a final task. The main interest of genre pedagogy is implementing social justice in classrooms, providing equal access to knowledge through the control of genre. This is a shared interest with the national curriculum for EFL subject in Indonesia. From the historical standpoint, its recontextualization does attempt to address important issues such as classroom needs and curriculum demands. However, it is quite unlikely that social justice in EFL teaching can be achieved by way of leaving out the principles and overly involving past teaching methods. It is still doubtful that combining different methods is effective in achieving high stakes literacy as stipulated in the national curriculum. To this point, it is important to start reconsidering the prominent influence of the past method; whether it is useful and effective for teaching and learning – if it is to what extent, and if it is not, how it can be minimised. This is an important point to reflect on these recontextualised GBA, since what genre pedagogy can offer, in terms of its principles and pedagogic practices, is beyond these existing practices.

From the five previous related studies that have been mentioned above, it can be concluded that research related to the application of a genre pedagogy to elementary school students in Indonesia has not been widely

carried out. Researcher is interested to conduct a research about a pedagogy to teaching English to elementary school students in Kampung Inggris Parit Baru.