

CONTEXTUAL CLASSROOM EXPERIENCE THROUGH GENRE BASED APPROACH

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Abstract

This paper is formulated to elaborate the understanding of Genre Based Approach as the part of Systemic Functional Linguistic influence. SFL has been developed by Halliday that focus on function and meaning as the core aspects. Because of its influence in linguistic, SFL gives inspiration for inventing GBA, as the kind of approach in language learning. The aims of the study are to explore the base understanding of GBA from its historical and development perspective. In addition, the paper is trying to analyze the main points of GBA and its impact to improve learner skills in classroom activity for some skills, they are writing, reading, speaking and listening.

Keyword: SFL, GBA, teaching and learning

INTRODUCTION

Language learning is one of the important factors in effort to maintenance language existence. Language is not only to analyze in limited thing but also became a media for communication. Language is developed dynamic according to language context in oral and written text. Understanding the context of situations is one way to know meaning of speech or text to the real fact that situational context makes the meaning of text eligible. It is also could help the learner to minimize misunderstanding happens and creating easiness in knowing the meaning expressed in the speech or written text.

Hakim (2014:1) argued the development of language learning is not only talking about the grammatical features of language, but also meaning as the highest target in understanding the language. In the process of getting meaning, learners sometime face misunderstanding or misperception from what is accepted by the writer, so it makes them confuse. Misunderstanding may happen because existence of differences come from variation of each person's ability in using language and their linguistic features as well as their social background.

According to the problems have explained above, Systemic Functional Linguistic can give us the different perspective of understanding language. Halliday (2004) sees that language as a social phenomenon is functional. It is concerned with the mechanism of text structure, function and meaning of language. It begins an analysis of language in social context and cultural context. Then about the meaning as a central in SFL is achieved through the linguistic choices in syntagmatic level and paradigmatic of discourse where the words are arranged in a clause or text.

Relates to the theory of SFL that concern with meaning as the core focus on language understanding, it influences to the Genre Base Approach. GBA points out the different way in teaching English with some traditional approaches. GBA is also called interventionist pedagogy or overt instruction, because teacher responsibility to the student in learning process is GBA concerned. It means that GBA not only focus on the grammatical structure of the text, but also the social background and meaning of its text (Hakim, 2014:14).

The writer sees that it is relevant for designing a study on library research to analyze the development of GBA, and its contribution to the learning process. The researches of GBA were carried out by Emilia (2007) in the title of *Teaching Writing: Developing Critical Learner* and LuuTrongTuanbi (2011) in the title of *Teaching Writing through Genre Based Approach*. Both of them focus on the implementation of GBA to teaching writing. Sarwati (2012) in her research with the title of *Teaching English Speaking Skill Through Genre-Based Approach (A Case Study In Mts N Boyolali In The Academic Year Of 2011/ 2012)*

describes implicitly the contribution of GBA to improve students speaking skill. This paper tries to investigate the understanding of GBA historically and the main points of Genre Base Approach. Then, the analysis is done to explore the contribution of GBA to teaching some skills in English learning. The goal is to know the general understanding of GBA impacts to teaching English..

The problem of this research based on the background above can be formulated as follows; about what the main point of GBA and the impact of GBA to English teaching. Explicitly, the aims of the study are to describe the main aspect of GBA relate to its impact for analyzing the result of experts literature in English teaching.

The writer hopes that through this study can improve teacher or lecturer ability on how to be a good educator in connecting the teaching using Genre Based Approach. The writer expects that after reading this paper, hopefully it can give the contribution to applied linguistic studies, especially for teaching English as a foreign language. Besides, it can be more understandable as the way for defining GBA and its impact to improve some skills in English teaching.

BACKGROUND LITERATURE

Systemic Functional Linguistic

In analyzing the features of GBA, it is considered to understand the base though that produces the approach. Mick (2011:2) describes that Systemic Functional Linguistic is social theory of language that was developed by Halliday and his followers, they were Christie, Martin, Bloor and Bloor, Mathiessen and Nesbitt. By their point of views SFL have some impacts, including in critical discourse analysis. SFL in education influences appear in teaching writing, translation, and teaching reading especially in Reading to learn program. Particularly in teaching English with genre based approach on writing activity. According to Halliday (Sees Mick O'Donnel, 2011) divided SFL theory into some base principles, these are language is a social semiotic, language is resource to means, SFL concern with the relationship between text and social context, and SFL has big impact to teaching language.

Halliday developed the theory in the early sixties in England,

and moved to Australia in the Seventies. There, He establishing the department of linguistics at the University of Sidney. Actually, SFL grew out of the work of JR Firth, Halliday's teacher. He was a British linguist of the 30s, 40s, and 50s, but was mainly developed by MAK Halliday. Through his teaching there, SFL has spread to a number of institutions throughout Australia, and around the world. Australian Systemic is especially influential in areas of language education (Hakim, 2014:55). It is added by Eggins (2004:2) Systemic functional grammar (SFG) or systemic functional linguistics (SFL) is a model of grammar that was developed by Michael Halliday in the 1960s.

Systemic Functional Linguistics approach to text analysis also includes an analysis of the context. Context or social context (context) always accompanies the text and cannot be separated from each other. Halliday (2004) termed construal that is the relationship that the social context that determines and is determined by the text, the social context is divided into three, namely the context of situation (register), the context of culture (genre), and ideological context. Context of the situation is an important element for human language to speak or write should be tailored to the context of the situation.

The Nature of GBA

Sulaeman (2013:1) described Genre Based Approach (GBA) as the important thing in language learning. It is becoming increasingly influential in the field of English language teaching (Derewianka, 2003; Johns, 2002) and identified as one of the major trends in the new millennium. Similarly Hyland (2002) argues that the genre approaches had a considerable impact on the ways we see language use and on literacy education around the world.

In SFL, text should be analysed in terms on its schematic structure and social function, how each element in the text function to fulfill the purpose of the text, then the language features of each element (Selaeman, 2013:2). The concept of genre is used to describe the impact of the context culture on language, by exploring the staged, step-by-step structures culture institutionalize as ways of

achieving goals (Eggins, 2004:9). Furthermore, genre in SFL can be seen as text type, a staged, goal oriented social processes, as Martin and Rose (2007), and Hyland (2007:149) genre refers to abstract, socially recognised way of using language.

The SFL GBA to teaching writing has been developed in Australia, based on SFL developed by Halliday. The SFL GBA is also called interventionist pedagogy or pedagogy of overt instruction. The SFL GBA has influenced the entire state educational systems in Australia, and has been adopted in primary, secondary, tertiary, professional and community teaching contexts in programs for native speakers of English, ESL and academic literacy programs (Emilia, 2004:33). Kay and Tony-Dudley Evans in Emi Emilia (2004:34) explaining the three parts of GBA as mentioned here:

First of all, it aims to make learners aware of the structure and purpose of texts of different genres—the significant features—and to empower them with strategies necessary to replicate these features in their own composition. Secondly, GBA uses the genre analysis as examples in teaching and learning. Finally, understanding texts in terms of their linguistic features is complemented with attention to their social contexts as well.

Based on the above definitions of genre and GBA, Piyatida (2014:737) states that GBA can be concluded that designing lessons placed on the GBA needs to raise learners' awareness of the following four items: Genre analysis (schematic structure of a particular genre or moves) as they are the content of the lessons; The purpose of each genre; The purposes and linguistic features of each move (or each part) of each genre; and Social context (sociolinguistic knowledge). Particularly, the goals of the GBA are basically to help students become more successful writers (and readers) of academic and workplace texts and to help students make sense of not only the structure of texts but also a wide range of compositional concerns (Hakim 2014:106).

Emilia defines that genre pedagogy stresses several basic principles, these are language learning is a social activity, learning occurs more effectively if teachers are explicit about what is expected of

students, and students learn under the guidance of the teacher in apprenticeship (2004:32).

According the description about GBA, there are some steps for implementing GBA to language teaching and learning. In implementing the teaching cycle of the genre-based approach, there are several models than can be followed. Martin (2010) represents essentially the same model though it has been a little revised over the years. Where the model proposed has four stages, Martin's model has reduced the four stages to three.

Thus, Rothery's model has these stages: Building of the Field for writing; Modeling of the target genre; Joint Construction of a target text; and Independent Construction of the target genre. The model from Martin has three stages: Deconstruction; Joint Construction and Independent Construction. Both models aim to achieve the same general purpose, though it is probable that Rothery's is better for the Indonesian context. That is because Indonesian teachers and students need to devote a separate stage to Building of the Knowledge of the Field for writing. Indonesian students are learning English as a foreign language and they must be assisted to learn a great deal of relevant vocabulary about the field before they commence writing.

METHODS

This paper implements the study on library research. The first step taken in this study is taking literature written by the experts with the topic of Genre Based Approach through many domains of teaching. The second step is reading the literature. The third step is identifying the main point of SFL theory in resulting GBA. The fourth step is GBA in the current skill in English teaching. And the fifth step is describing the contribution of GBA to some skills in English learning.

Scientific research is one of the methods or ways to find out or to develop and to test the truth of knowledge. A research will be good if it is based on theories and some knowledge. The research can be defined as a plan of collecting and analyzing data related to the aim of the research (Hadi, 1983:40)

The study is descriptive and qualitative in nature. As Donald (2005:137) defined qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people's lives. Researches using qualitative methods gather data that service as evidence for their distilled descriptions. Qualitative data are gathered primarily in the form of spoken or written language rather than in the form of numbers. Possible data resources are interviews with participants, observations, documents and artifacts. The data from student writing test will be identified and analyzed through its content.

In collecting the data, the writer used documentation study. Hancock (2013) described documentation is a wide range of written materials can produce qualitative information. To do the documentation took some steps they are reading, selecting, identifying and note taking. The data of the study are two paragraphs obtained from the writing tasks. The students are given tasks to write two paragraphs of English Language Teaching and Learning topic. In collecting the data, the researchers ignore the students' score.

Technique of data analysis, the writer used descriptive. The research by using qualitative descriptive analysis is the research that is aimed of arranging a description about the situations or events (Suryabrata, 1998:19). It is supported by Sukmadinata (2005:60) description that the main purpose of qualitative analysis is to describe and explore, and to describe and explain all event, social activities, attitude, belief, perception, people thinking individually, or group.

After identifying the data from expert literature, researcher tries to explain the object of the problems systematically by its point of SFL theory in resulting GBA and the contribution of it to English learning. Writer also gives the analysis accurately to the research focus. Besides, researcher also will give the recommendation of based on the analysis that has done by the researcher. From the unit of analysis of the study is every point of SFL-GBA. So, each expert's literature is segmented into skills before being analyzed.

FINDINGS

GBA in Teaching Writing

Especially for teaching writing, the four stages in applying Genre Based Approach may be explained as follows: *Building Knowledge of the Field (Negotiating Field)*, this phase has the aims to build students background knowledge about the topic they are going to write. This stage reveals the purpose of a genre and the setting in which it is commonly used. The emphasis in this step is placed on the functions of language and how meanings work in contexts. Also, the activities reveal what the text is about and what students already know about it.

Piyatida (2014:741) defines students in this stage also ask to list as many vocabulary items as possible from different sources, including the resource book and newspapers. This is not quite appropriate as the aim of the stage is to build students background knowledge about the topic, not about the text in focus. Moreover, that the students only list vocabulary items do not seem to help them to create a good text. While vocabulary is very important, students also must understand the nature of the text they are to create in writing, and this involves work on the overall schematic structure. This suggests the need to promote the teacher's understanding of the aim and theoretical basis of the GBA pedagogy. It also suggests that the teacher needs to understand the stages in the target genre and their purpose.

While vocabulary is very important, students also must understand the nature of the text they are to create in writing, and this involves work on the overall schematic structure. This suggests the need to promote the teacher's understanding of the aim and theoretical basis of the GBA pedagogy. It also suggests that the teacher needs to understand the stages in the target genre and their purpose (Hakim, 2014:112)

Modeling (Deconstruction), this step is focused on involving the teacher and students in discussing and exploring the whole text, clauses, and expressions level as well as the key grammatical and rhetorical features (moves/ structural pattern) used to express specific functions and the social relationship between the reader and the writer, including writing strategies (Piyatida, 2014:741) because

of Analyzing representative samples of the genre to identify its stages and key features and the variations which are possible. Activities in this stage are important because they have helped students to understand the text thoroughly.

Hakim (2014:113) describes that the modeling stage was conducted in a quite an appropriate way in that the teacher showed the model text in a transparency. This is relevant to the suggestion from SFL genre-theorists to allow the teacher and the students to share comments and to talk about the text as a class more easily. The students, based on informal conversation with them, also liked to have the model text presented in a transparency

However, the Modeling was seemingly too short and the explanation was not detailed enough. Therefore, the students, as shown in the texts they wrote, did not yet have a clear understanding of the text in focus in terms of the schematic structure and linguistic features, including expressions that they could use in the text that they would write in the joint construction and independent construction.

Joint Construction, before writing independently, the teacher and students worked together in class to construct an example of the genre. This helped them to become familiarized with GBA to writing and developing confidence gradually. Next, each group of students was also asked to outline a writing situation and to practice writing together as the first draft with the teacher's support. Finally, the students revised their work based on the editing and revising checklist, before re-submitting it to the teacher (Hyland, 2007:159)

Independent Construction, independent writing is the ultimate goal of the writing class. The purpose of this step was for students to apply what they had learned from GBA in class and groups to write a text independently, while the teacher supervised, encouraged, and advised them independent writing by students monitored by the teacher.

The last matter to do with the SFL GBA as Hakim (2014:114) stressed the independent construction of the text which was conducted in one sitting and was conducted in a formative test. This again, does not seem to be appropriate, as writing was not taught as a process, which is actually an issue in the SFL GBA in that it

focuses on the product and the writing condition like this did not give the students a real writing experience that a professional writer usually goes through, that is that they have to have time to revise, to edit and to proofread.

It is important to understand that throughout all four stages, there are plenty of opportunities for students to speak, to read and to listen in both languages, often crossing from one language into the other and all the stages do not go in a linear way, to meet the students need and contextual condition. Moreover, the four stages should be extended over several lessons, some stages taking more lessons than others. The complete cycle should always in fact last for several lessons: genre based pedagogy is not to be conducted in just one or two lessons, as some people have wrongly concluded at times in the past.

GBA in Teaching Speaking

Descriptions of the unit mentioned in the studies above (Derewianka, 2003 & Martin, 2009 in Khatibi, 2014:41) vary in minor ways, but four phases essential for developing control of a genre may be identified, namely: Context Exploration, Text Exploration based on model texts, Joint Construction of a text, Individual Application. Its correlation to teaching speaking is through the way we can implement some steps to teaching speaking. Speaking is focus on student ability to say what they think about something, so student more active and creative. Harmer (2001:102) defines some principles of teaching speaking, they are: to help the students overcome their initial reluctance to speak, be encouraging: provide opportunity, start from something simple, ask the students to talk about why they want to talk about, ask the students to talk about what they are able to talk about, provide appropriate feedback, combine speaking with listening and reading and incorporate the teaching of speech acts in the speaking.

There are some components to make fluent in producing speech, namely vocabulary, pronunciation, grammar fluency and comprehension. These are should be covered in implementing GBA to teach speaking. Hyland (2004:6) states that genre is class-

room practice recognizes that the features of similar group of the text depend on the social context in which the text created and used. In this case Sarwati (2012) explain some steps in teaching speaking through Genre Based Approach.

The teaching speaking of genre consists of four sections, first BKOF where teacher and students build culture context, share experience, discuss vocabularies, grammatical pattern and so on. All of these are geared around the type of spoken texts, and topics they are going to deal with the second section. Second, MOT where students listen to the statements of short functional text, conversation, and monologue that is geared around a certain communicative purpose.

Third is JCOT, at this section the students try to develop their speaking skill with their peers and with the help from the teacher. They demonstrate their speaking ability and show confidence to speak. The last is ICOT, the students are expected to be able to speak spontaneously monologue of descriptive, recount, and narrative.

GBA in Teaching Reading

According to Rulianto (2004:7) the techniques in teaching-learning process of reading are listening, repetition, and translation. The aim of listening is students can understand the content of the text. The teacher involves the students to take part actively in teaching-learning process of reading. By applying this method, the teacher hoped the learner can accept the material easier. The procedures of teaching learning process of reading involve in four main procedures, namely Building Knowledge of Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Individual Construction of the Text (ICOT).

In its application on the real teaching some steps can be describe that the process of teaching-learning of improving students reading skills contain with listening, repetition, and translation techniques make the students active in the class. Before the teacher gives the material, the teacher can give warming up for the students.

After that the teacher reads the text first and then the students

repeat after him together. It aims that the students know how to pronounce the word correctly. It also improves the students to write new and difficult words and then find the meaning. It can enrich their vocabulary. The teacher asked the students to translate the text. It aims that students know the content of the text and the students know how to interpret the content of the text after the students are helped by the teacher. Then the teacher asked the students to submit their work and closed the reading teaching-learning process.

GBA in Teaching Listening

Listening is the ability to accurately receive and interpret message in the communication process. For improving students skill in listening, teacher need to focus on some points, such as build students preparation well before listening section, focus on what the speaker said, try to understand other person's point of view, avoid personal prejudice, listen for ideas not just word, and analyze non-verbal communication. Teaching listening relates to Genre Based Approach implement some procedures on its. namely Building Knowledge of Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Individual Construction of the Text (ICOT).

In its teaching some steps can be applied that the process of teaching-learning of improving students listening skills. Before the teacher gives the material, the teacher can give warming up for the students and explore student background of knowledge from the material.

After that the teacher reads the text first and then the students listen to the text that the teachers said. It aims that the students know the theme and text meaning. Teacher also show the example of some listening question with the answer as the modeling step it can be the way to student analyze the meaning and how to respond it. The teacher asked the students to listen some genre of texts through audio and video. It aims that through listening students know the content of the text and the students know how to interpret the content of the text after the students are helped by the teacher. After it, students have to answer some questions according

to the text they listen to. Then the teacher asked the students to submit their work and closed the listening teaching-learning process.

CONCLUSION

SFL is concerned particularly with the relationships between language and social structure, considering the social structure as one aspect of the social system. It has some contribution to the new perspective of language learning that views meaning as the core aspect. In fact, SFL theory has very significant impacts on language teaching, especially in genre based approach. As the approach that focus on language as functional and meaningful, GBA has some steps for teaching language they are Building Knowledge of Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Individual Construction of the Text (ICOT).

According to the analysis above, this paper is absolutely still in general, because of the limitation of the study that focus on experts literature relate to Genre Based Approach. As an analysis on library research the writer find some benefits from GBA to English teaching and learning. GBA with its steps influence some skills development in teaching activity, such as listening, reading, speaking and writing. By using GBA as an approach, teacher can formulate some techniques to improve student skills in language.

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