

A STUDY ON GENRE BASED APPROACH IN TEACHING READING TO INDONESIAN EFL LEARNERS

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Abstract

The implementation of genre-based approach in EFL teaching has been increasingly attracting many EFL teachers' attention. This study aimed at investigating the implementation of Genre-Based Approach in teaching and learning process of reading skill at SMPN 1 Purbolingo. This study was descriptive qualitative. The techniques of collecting the data were observation, interviews and documentation. The data was analyzed by referring to theory of the stages of genre-based approach developed by Feez and Joyce., (1998). The total of the sample of this study was 33 students in the seventh grade of SMPN 1 Purbolingo. The findings showed that the English teacher still had some weakness in implementing genre-based approach. Moreover, the students still had many difficulties in generic structure and social function of the text.

Keywords: EFL learners, Genre Based Approach, Reading skill.

INTRODUCTION

Reading is one of English skills are important way of gaining information in language learning and guiding learners thinking besides listening, writing and speaking. Reading is very important activity in human's life. This is due to the fact that people mostly get knowledge and information through reading. Reading is fundamental skill upon which formal education depends. The reading ability affects the other skills ability. There are some definitions of reading. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that readers' background knowledge take an important role in the reading process and affects the success of reading comprehension.

Based on Harmer (2007:99) Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. According to Nuttal (1987:2) that reading as interactive process that goes on between the reader and the text. In the process of trying to understand to written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and understand what the author's intention was. In this process, there are three participants: the writer of text, text, and reader. While, Wallace (1996:4) states that reading as interpreting means reacting to written text as a piece of communications, in

other words, we assume some communicative intent on the writers part which the reader has some purpose in attempting to understand.

In Indonesian context, therefore, a wide variety of classroom activities and teaching materials have been made, selected, and implemented to foster reading skill of Indonesian EFL learners (Widiawati&Cahyono, 2006). However, some linguistic and non-linguistic factors need to be paid big attention in organizing reading classes. In term of strategy, Indonesian students tend to mostly utilize compensation strategy in improving their reading ability.

One of the approaches that may be implemented to improve EFL learners' reading skill is genre-based approach has been extensively employed in different curriculum fields to enhance learners' meaning-making potential. By means of the text as the major unit of communication and pedagogy, this approach envisages language learning and use as a social, textual, and goal-oriented process. Genre-based approach is one of approaches which are being growingly implemented in ESL/EFL teaching. As a result, it is considered as one of the great trends in language teaching today (Rodgers, 2001). In line with this, Hyland (2003) argues that genre approaches have a significant influence toward the way a language is used on literacy education around the globe.

When it comes to the contribution of genre-based approach in EFL instruction, there have been a great number of previous studies focusing on the use of GBA in teaching the basic linguistic skills, particularly in teaching writing (Nagao, 2018; Correa & Echeverri, 2017; Burgos, 2017; Dirgeyasa, 2016; (Sabouri, et.al., 2014), reading (Adelnia&Salehi, 2016;

Sadeghi, et.al., 2013), listening (Cahyono, 2017). Similar to other basic skills, some researchers such as Rifprijandi&Sudartini (2017), Khatibi(2014), Hapsari (2017), and Rivera (2014) have also shown that the implementation of genre-based approach may positively affect the EFL students' speaking and communicating skill.

The wide variety of studies on genre-based approach in the teaching of reading indicates that this approach is scientifically proven effective to contribute to the EFL learners' reading ability. Nevertheless, the studies specialized on how EFL teacher implemented the genre-based approach to teach reading are still considered rare. The present study seems similar to prior studies since it intended to strengthen the findings of previously conducted researches; however, it actually differs from them due to its type of research which was a qualitative case study that was focused on the implementation of genre-based approach and its focus on the teaching of reading to the first-year students of middle school.

EFL Reading Skill

Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text (Fauziati, 2002:138). Reading is more than sounding letters, calling words or responding to print. It is communication between an author and the reader. Tindale (2003:35) says that reading skills are generally defined as automatic processing abilities, whereas strategies are deliberate actions performed to achieve a particular goal. A skill can become a strategy when it is used intentionally. Reading processes is related to develop skills. The readers will develop their reading skill after reading effectively. Harmer (2001:201) conveys several skills of reading as follows:

- a. Identifying the topic

The readers' background knowledge will be connected to the topic inbuilding knowledge about the text.

b. Predicting and guessing

The readers predict what will come next and then may guess the content of the text.

c. Reading for general understanding

Without worrying the detail, the readers will be able to get the idea of the text and simply understand it.

d. Reading for specific information.

The readers read the text in order to get the specific detail of the text.

e. Reading for detailed information

The readers practice this skill when the purpose of the reading process is to understand everything in detail.

f. Interpreting text

The readers are able to see what the purpose of the text using variety of clues to understand what the author means.

The Teaching of Reading

There are some extent have affected the teaching approaches of reading skill. Some of the highlighted findings are bottom up and top-down processing, and interactive reading. Those models of processing are used as considerations for the teacher in deciding ways to teach reading in the language classroom.

Brown (2001: 299) states that the bottom-up processing is a model of reading method in which the readers have to recognize the linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, etc., and build them in some sort of order to

derive the meaning of the text. In this model, the readers start the process of deriving meaning from the lowest level of the linguistic signals (a symbol) to the higher ones (the strings of symbols) which are identified as word and so on until they recognize the largest cluster of symbols (a sentence). The meaning is expected to come naturally as the readers select the sensible signals within the text based on their prior knowledge of linguistic signals coherently.

The top-down processing is a model of reading process which emphasizes the readers' experiential background or storage knowledge in their memory to construct meaning from the text. In the bottom-up processing suits the readers who have good knowledge of linguistic signals (vocabulary, grammar, and syntax). On the other hand, the top down processing suits the readers who have a good interpretation ability to predict the meaning exists in the text. However, the readers need both those two models to derive the meaning from the text as well as possible so they can dig information from the text as expected. In association with the fact that both models are needed by the readers, then, a model which combines the bottom-up and the top-down processing model emerges, namely interactive reading.

Feez and Joyce (1998) explain five cycles in genre-based approach. The cycle of teaching and learning activities in the genre-based approach consist of a number of stages which the teacher and students go through so that students gradually gain independent control of a particular text-type.

Figure 1 represents the teaching/learning cycle which has been used successfully in the field of adult TESOL (Teacher of English to Speakers of Other Languages).

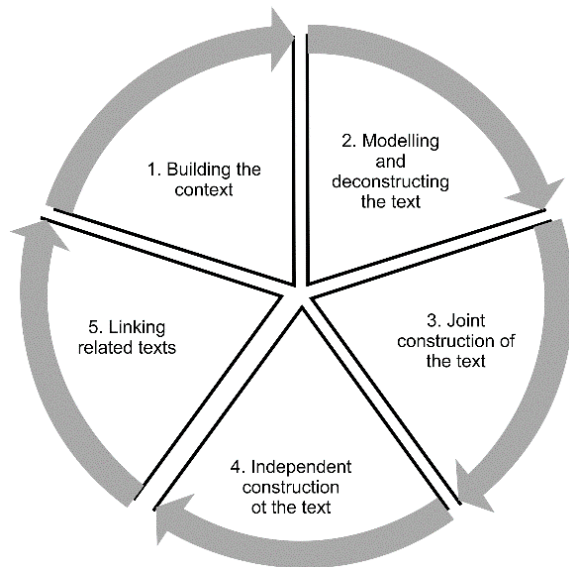


Figure 1: stages of the teaching/learning cycle (adapted from Feezand Joyce (1998)).

Each of the five stages of the teaching/learning cycle is designed to achieve a different purpose within the cycle of the teaching and learning. Each stage, therefore, is associated with different types of activities.

Usually, when a text type and its context are being introduced for the first time, the teacher and the students work through all these stages. However, it is possible to enter the cycle at any point. For example, students are already familiar with the context, the cycle could begin with activities from the modeling stage. It is also possible at any time to return to activities from earlier stages of the cycle if students need revision or further practice in order to progress. The purpose and focus of each stage are outlined below.

a. Building the Context

In the first cycle, this study starts from the first stage called Building the Context. In this stage students are introduced to the social context of an authentic model of the text-type being studied. Then students explore features of the general cultural context in which the text type is used and the social purposes the text -type achieves. After that, they explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objective and the learner need.

b. Modeling and Deconstructing the Text

The second stage is called Modeling and Deconstructing the Text, in this stage students investigate the structural pattern and language feature of the model and compare the model with other examples of the text-type. In this stage diagnostic assessment helps the teachers to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature. Modeling and deconstruction activities are undertaken at both the whole text , clause and expression levels. It is at this stage that many traditional ESL/EFL language teaching activities come into their own. However, it is important that these activities are presented in relation to the text -type being studied, the social purpose being achieved and the meanings being made.

c. Joint Construction of Text

After listening, students enter the third stage called Joint Construction of Text (JCOT). In this stage students begin to contribute to the construction of whole example of the text -type the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

d. Independent Construction of Text

After having the experience of collaborating with friends, they enter stage four called Independent Construction of Text (ICOT). At this stage, students are expected to work independently with the text.

e. Linking to Related Texts

The last stage is Linking to Related Texts. In this stage students investigate what they have learn in this teaching/learning cycle can be related to other texts in the same or similar contexts future or past cycles of teaching and learning.

METHOD

This research was qualitative with a case study approach, in which the researcher studied the particularity and complexity of a single case, coming to understand its activity within main conditions (Stake, 1995). The purpose of a case study is to present a more thorough analysis of a circumstance or “case” which will disclose attention-grabbing information to the readers. Besides that, it is an in-depth investigation of one participant. This participant is called a “case” and can be one person, one animal, or one group. This research was conducted to the seventh graders of a junior high school. School was SMP Negeri 1 Purbolinggo Lampung, Indonesia.

To collect the data, the researchers did observation, interviews and documentation. The instruments were the observation guide developed from Feez and Joyce theory. Also, since this is a qualitative research, the researcher herself was an instrument. As an instrument of the research, the researcher determined the focus of research, chose the object of the research, determined the data source, conducted the data collection, valued the quality of the data, and then made

a conclusion based on the finding of the research.

FINDINGS AND DISCUSSION

To comprehensively see the implementation of genre-based approach in the teaching of reading at SMP Negeri 1 Purbolinggo, the researcher employed the observation guide she had developed from the theory of Cycles and Stages of Learning (Feez and Joyce., 1998). Therefore, the findings are presented as follows.

a. Building The Context

The activities in this stage, the researcher did the observation in the classroom when the teacher teaches the lesson. The teacher began the lesson by warning up to the students, the teacher explains narrative text and discuss about “Malin Kundang”. In this stage before the teacher began the discussion the teacher gave some question related with the material. The material that day was Narrative text. Then, the students expressed their opinion. After that, the teacher explained what the meaning of narrative text, what the generic structure, and the social function and language features of narrative text. It is proven the teacher asked the students to guess what the topic: “What is the topic that would be learned?” The students answered “we will learn about Narrative Text, is it correct Miss?” The teacher answered “yes, you are right, today we are going to learn about Narrative Text. Ok, anyone knows what the meaning of narrative text?”

In the researcher’s opinion, the teaching reading skill using genre-based approach in this stage is better because, before the teacher explains about the material of narrative text, the teacher asks the students about the meaning and giving the student’s opportunity to explore their knowledge. The teacher usually gave the background

knowledge of the text by giving explanation about the social function, language features, text organization, and tenses. Sometimes, the teacher mentioned some difficult vocabularies which the students have not found before. By asking question above, the teacher knew the ability of the students. After that, the teacher explained the material, but if any students did not about material, the teacher explained more again until the students understand.

b. Modeling and Deconstructing The Text

In this stage, the teacher asks the students to give attention in the LCD projector because she would play the power point too explain about the material and give example of the text appropriate with the material will be discussed. The teacher began the material clearly. The teacher explained from the definition of Narrative text, the purpose of narrative text, generic structure, social function, language features and the example of Narrative text entitled “MalinKundang” using power point. In this moment, the students were paid attention to the teacher’s explanation. The students asked the teacher about their problems in understanding Narrative text, the teacher answered the student’s questions clearly.

After that, the teacher asks the students to read the text one by one. Based on the researcher’s research this section is used to increase the students reading ability and they would know the correct pronunciation too. When the students confused to read the text, it would be corrected by the teacher. The teacher gives some difficult words and defines the meaning in Indonesian language. This is not always done by the teacher, but she interprets or makes a question and answer between the students. It is done in order to memorize the words that have been given in the previous meeting and also increase vocabulary ability for the students.

The teacher pointed one of the students to read the text loudly, while the other students had to pay attention to their friends. Based on the text read by the students, the teacher asked the other students to show the generic structure of the text. The students who could answer it correctly would get addition of score from the teacher. The teacher asks the students one by one to read aloud as follows:

“Maya read the first paragraph!” After Maya finish read first paragraph the teacher said: “Ardan read second paragraph!”

In the researcher’s opinion it is appropriate with these stages because, in this modeling step the teacher ask the students had to read the material that given. The teacher also ask the students to read aloud, sometimes the teacher give example read the one paragraph after that the students repeat what the teacher read. Then the teacher ask the students to find what they don’t know what that means and write in their book and ask them to find the word in the dictionary. The teacher uses power point to explain and to give example about the material of narrative text, it will make the students to give attention and not bored. Besides, it can increase the students reading ability and they would know the correct pronunciation too. The teacher and the students work together to explore the cultural context. It is proven by the teacher statements:

“After we read the story of “MalinKundang” we can know what the purpose of narrative text is, generic structure and language features of the text. Now, I will call one by one name’s of students for explained what is the orientation, complication, resolution and re-orientation of the text.”

c. Joint Construction of The Text

After the students read the story of “MalinKundang” from the power point the students have been familiar with all of

features of a narrative text. In these stages, the teacher gave the chance to the students to make a group in pairs to make a text. The teacher divided the class into ten groups. Then, the teacher asked them to make script about "MalinKundang" story by their own word based on character in the story. The teacher gave announcement that the students worked, and must be presented in front of the class.

"I ask you to make a group for practice making the script "MalinKundang". After that, you should practice to read the script which has been made based on character in the story". After that, the teacher gives example one sentence script of MalinKundang statement: "Mom, I want to go to town. I want to work to help you here". Then, the teacher practices reading the one sentence script above of MalinKundang statement with the correct intonation and pronunciation too. Those way are important to look the students reading ability. The process of came in front of the class to present their task without chosen by the teacher, but one of a group came forward and began read their script. In the researcher's opinion, these stage is appropriate with the theory of Joint Construction of Text because in this activity the teacher did questioning, discussing and make small group to discuss the material .

d. Independent Construction of The Text

In this stage, the teacher asks the students expected to work independently with the text. The teacher gave some of reviewers about the materials that related with the genre narrative text, the students can explain and answer one by one. It is began from the definition of narrative text, social function, and generic structure and the last is language features of narrative text. It is proven by the statement from the teacher:

"From the process teaching learning today, we can know about text type of narrative text. Now I want to review about the materials and one of the students should answer what is the definition of narrative text, and other students explain what the social function, generic structure and language features of the text. The teacher asks the students about their assignment, the activity today was presented the students assignment. They had to perform, conveyed their task. They had to read their script text clearly based on character in the "MalinKundang" story. It is proven the teacher said that: "Who would present the script of narrative text, first? I want some group to present, raise your hand and mention your name please!"

Then one of a group came forward and began read their script. After that, another groups also came forward one by one presented their text up to finish. In this moment, the teacher was also correcting the student's mistakes within pronouncing the word.

e. Linking Related Text

After review one by one of students, the teacher made review variation in their explanation, there were explanation and practice the exercise. Those ways to made the students creative, and remember the teacher explanation. In order to give chance to students to make some questions about all of the materials that students have not understood. The important points in this stage is gave the students examination. After the material was finished, there was evaluation from the teacher. Those evaluations were about teaching reading. In this stage, the students must be creative, and remember about the teacher's explanation. The teacher gives assignments for the students to read another narrative text. The teacher asks the students to read "Strong

Wind” narrative text, after that the teacher will call the students one by one to find the generic structure, social function, and language feature of the “Strong Woman” text in front of the class. Besides, the teacher also make question, matching related the material and the students must find the correct answer related the material story narrative text of “Strong Wind”. It is done in order to memorize the words that have been given in the previous meeting and also increase the reading ability to remember what the meaning of narrative text is.

CONCLUSION

Based on the data gotten from the observations, the result of interview, and also documents analysis, it could be concluded that there were five stagesteaching using genre-based approach in reading, they are: The first is building the context. The second is modeling and deconstructing the text. The third is joint construction of the text. The fourth is independent construction of the text. The Last is linking related text. The teacher applied the steps in genre-based approach properly, the teacher followed all rules of teaching learning cycle genre-based approach. All of those stages the teacher did implement the stage in the teaching learning process of reading skill and could make balancing between the problems faced by the teacher in teaching reading skill using genre-based approach. Because of in using those stages, the teacher paid attention or checked the appropriateness of those stages with the material and also the situation of the class.

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