THE IMPLEMENTATION OF A GENRE-BASED APPROACH IN PUBLIC SENIOR HIGH SCHOOLS: A STUDY FOR TEACHER UNDERSTANDING

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Article Info

ABSTRACT

The research aims to know what the implementation of the genre-based approach in public senior high school 2 Gowa is. The focus of this research is on the teachers' comprehension of the Genre-Based Approach (GBA), their attitudes towards its implementation, and the creation of syllabi and lesson plans. The method used is qualitative research. We conducted the research at public senior high school 2 Gowa. The researcher collected the data through a combination of interviews, observations, and documentation. The researcher employs data analysis techniques that include data reduction, data presentation, and conclusion drawing. While teachers understand the application of the genre-based approach, they struggle to implement its steps. Teachers exhibit a positive attitude toward the implementation of GBA. The development of syllabi and lesson plans adheres to the planning and implementation steps, but it does not follow the evaluation and revision step. The teachers in this school encounter challenges stemming from the students' competence and motivation.

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1. INTRODUCTION

Indonesian education has adopted the genre-based approach since 2006. The theories of language and language learning form the foundation of the genre-based approach (Ilham & Aminullah, 2018). The foundation of the genre-based approach is based on two theories of language: language as a system and language as a functional language. There are three assumptions that underlie the genre-based approach (Jiang et al., 2022; Kessler & Polio, 2023): (1) Language learning is a social activity; (2) explicit expectations from teachers enhance learning effectiveness; and (3) the learning process is a sequence of scaffolded developmental steps that tackle various aspects of language.

When we apply the genre-based approach to English teaching, we center the teaching-learning activities around learning various types of texts (Liu & Chen, 2022).

Genre means many kinds of text. Senior high students in Indonesia should learn twelve texts. Those texts are recounts, reports, discussions, explanations, expositions (analytical and hortatory), news items, anecdotes, narratives, procedures, descriptions, and reviews. A text is a passage, whether spoken or written, that has unified meaning (Kim et al., 2024). The cultural and situational contexts influence a text. Whether it's brief or lengthy, the fundamental idea is that the text carries significance, identifies its intended audience, and determines the mode of communication, be it verbal or written.

The English curriculum applies the genre-based approach in four steps: building knowledge of the field, modeling, joint construction, and independent construction (Hermansson et al., 2019; Khasanah et al., 2023). During the first step of building knowledge of the field, teachers typically introduce students to the text they will encounter, using techniques such as question-and-answer sessions, text-related videos, guessing games, and other challenging activities. When modeling a text, teachers ask students to identify its structure and provide a model of the text. Teachers can employ techniques such as watching videos about the text, reading it, and challenging students to explain its structure. In collaborative construction, teachers continue to play a crucial role in guiding students in creating a text. The teacher can use techniques such as brainstorming, mind mapping, discussion, etc. In the final phase, known as independent construction, the teacher asks the students to independently create a text to gauge their understanding of the lesson. Applying the genre-based approach aims to expose students to a wider variety of texts, increasing their knowledge and expanding their vocabulary (Lo & Jeong, 2018). We should develop techniques for English learning that are as intriguing and challenging as possible to pique students' interest and facilitate their understanding of the lesson.

Teachers must understand the implementation of the genre-based approach to conduct teaching-learning activities effectively in the classroom (Aswani et al., 2023). Understanding implies that the teachers possess knowledge about the genre-based approach and its implementation, have a clear understanding of its implementation, and have formed an opinion about it.

Teachers plan teaching and learning activities in the classroom through syllabuses and lesson plans (Iqbal et al., 2021; Romiszowski, 2024). Teachers should follow certain steps in developing a syllabus and lesson plan. Those steps are planning, implementation, evaluation, and revision. We wrote the article to describe the implementation of the genre-based approach in public senior high school.

2. METHOD

This type of research is a qualitative descriptive study that aims to determine the application of a genre-based approach in a state senior high school. We conducted this research at State Senior High School 2 Gowa. In collecting data, the researcher used interviews, observations, and document analysis. The research process involved interviewing three teachers as the study's subjects.

In observing teaching and learning activities, the researcher randomly selected two classes. The researcher also analyzed teacher documents, syllabi, and lesson plans. Data analysis in this qualitative study consists of several steps. The first is collecting data. Once gathered, the data undergoes analysis. In addition, unimportant data is reduced. We present important data in narrative form. The last step is for the researcher to draw conclusions based on the data obtained.

3. RESULTS AND DISCUSSION

Results

The first point pertains to the teachers' understanding of how to implement the genre-based approach. The researcher divided the definition of understanding into three aspects: knowledge, comprehension, and opinion, to simplify the interview arrangements. In these aspects, the researcher created indicators to guide the teachers' responses to the questions posed.

Teachers who comprehend the application of the genre-based approach must possess relevant knowledge. Based on the definition of knowledge, the researchers have determined the indicators that teachers with knowledge of the genre-based approach should meet. The indicators are: (1) Teachers are able to answer the question about the definition of genre, (2) Teachers are able to answer the question about the definition of text, (3) Teachers are able to answer the question about the kind of text, (4) Teachers are able to answer the question about the curriculum cycle in implementing the genre-based approach, (5) Teachers are able to explain the technique that they used in teaching learning activities based on the genre approach, (6) Teachers are able to apply the appropriate technique in their classroom activities.

The researcher collected information about the teachers' implementation of the genre-based approach through interviews and observations. The research yielded the following results:

The teachers stated that a genre can be defined as a type of text. All three teachers provided the same definition of genre. The senior high school students studied twelve different types of texts. A text is a passage that contains the entire text. The text could be either short or long. The text encompasses the elements of tenor, which refers to the individual involved in it; field, which refers to the subject matter being discussed; and mode, which refers to the manner in which the text is presented, whether in written or spoken form.

The teachers explained that the initial stage of implementing a genre-based approach in the classroom aimed to engage students in the topic and expand their vocabulary by narrating a story and introducing unfamiliar vocabulary. The teacher explained that the next step in modeling involved introducing students to the text by assigning it to them to read, having one student read it aloud, and engaging in a discussion about the text's structure. During the joint construction phase, teachers provided students with the opportunity to learn from their peers by assigning them to create a text in pairs or groups and then asking them to present the outcome of their discussion in pairs. In the final

phase of the independent construction, students will have the opportunity to create a text, either spoken or written, on their own. We asked the students to create a text individually, which they then had to present in front of the classroom.

The teachers continued to use conventional methods when teaching English in the classroom. In the two classes the researcher observed, the teacher did not adhere to the four steps. In the first class, the eleventh-grade teacher discussed the English words used in the questions. The teacher provided a methodical approach to answering the questions, focusing on simplifying the wording. Then, the teacher asked one of the students to read the text in their textbook aloud. Following this, the teacher proceeded to explain the terms used in the text-related questions. The twelfth-grade class discussed a text that explained the concept of "sound recording and reproduction." The teacher dedicated ninety minutes to narrating a story about sound recording and inspiring students with musical talent to pursue their dreams.

The next aspect of understanding is comprehension. The researcher asked the teachers to elaborate on their comprehension of the genre-based approach. The researcher has determined the indicators of comprehension. (1) Teachers are able to distinguish between one text and another, and (2) teachers are able to distinguish between one step and another step in a genre-based approach.

The teachers clarified that the report text was more general in nature than its descriptive counterpart. When distinguishing between BBKOF and modeling, the teacher clarified that the roles of building knowledge in the field and modeling differ. The purpose of building knowledge is to provide background information about the text, whereas modeling serves to create the text's model.

This research delves into the teachers' attitudes toward the implementation of the genre-based approach.

Teachers' attitudes can be positive and negative. The attitude encompasses various aspects, such as evaluation, behavior, and judgment. If teachers meet the following indicators, they are considered to have a positive attitude towards the implementation of the genre-based approach. (1) The teachers have positive evaluations of the implementation of the genre-based approach, (2) the teachers have positive behavior toward the implementation of the genre-based approach, (3) the teachers have positive judgments of the implementation of the genre-based approach. According to the data gathered from the interviews with the three teachers,

The teachers' response to the researcher's question about the implementation of the GBA demonstrated a positive attitude. The teachers stated that Indonesian education currently employs the GBA approach. To gain a thorough understanding of this approach, they expressed a willingness to revisit the implementation of GBA. They genuinely agree with and support the implementation of the GBA.

The teachers also said that this approach was better than the previous approach because it enabled students to practice English more. The teachers stated that the steps in the genre-based approach allow students to become familiar with a wider variety of texts and expand their vocabulary, as they are required to read multiple texts of a specific type. By reading and listening to more English text, they are hoping to produce it both

in spoken and written form. This will enable them to effectively communicate in English.

Understanding the process of developing the syllabus and lesson plan is the third objective of this research. The teachers at this school developed the syllabus based on their respective subjects. The teachers first developed the English syllabus by observing the students' conditions in this school, a process they referred to as context analysis.

The minister of education directed the development of the syllabus and lesson plan through teacher training. The minister of education developed the standard of competence and basic competence, which formed the syllabus and lesson plan in this school. The teachers devised the indicators and activities they would implement in the classroom.

The minister of education did not provide direct instructions during the development of the syllabus and lesson plan. The headmaster signed the syllabus and lesson plan. The supervisor would only review them for specific purposes, such as when they received a promotion.

This research concludes by discussing the challenges teachers encounter when implementing the genre-based approach at SMA Negeri 2 Gowa.

According to the teacher's statements during the interview, the challenges they faced in this school stemmed from the students' input and the prescribed curriculum. The students' low competence and motivation made it difficult for them to understand the lessons. This resulted in the lesson, which should have been taught once, being repeated twice or three times. It consumed time that could have been spent discussing another topic. The researcher observed that the students' vocabulary and pronunciation were inadequate. The first indicator was that the teacher almost always repeated the students' requests to read a text. In the second instance, the students were not paying attention to the teacher, which resulted in the teacher having to repeat his questions during the text discussion. In the third instance, the students were unable to understand the meaning of the words the teacher had asked them. They struggled to respond to every question the teacher asked about the meaning of a word. The teacher instructed the students to write new words that they were unfamiliar with. The students didn't understand the meaning of nearly all the vocabulary they encountered, resulting in a time-consuming activity.

The second issue pertained to the twelfth-grade students' final examination. The students need to be prepared. The teachers thought that by using GBA, the students would be able to learn English easier. The variety of texts taught to them facilitated the acquisition of more vocabulary. Increasing their vocabulary would aid them in comprehending word meanings, which would be beneficial during their final examination. In reality, the students' vocabulary remained extremely limited. The teacher stated that the students who graduated from senior high school had only mastered 30 vocabulary words. Given this issue, the teacher aimed to equip the students with the necessary skills to answer examination questions through various exercises. This school's teacher dedicates their classroom time to instructing students on how to respond to questions they may encounter in their midterm, final, and examination tests.

Discussion

The expert compares the data from interviews, observations, and document analysis with the theories they have constructed to determine their suitability. We can divide teachers' understanding into three parts: their knowledge about the genre-based approach's implementation, their comprehension of its implementation, and their opinion about its implementation.

The chosen indicators provide insight into the teachers' understanding of implementing the genre-based approach. The first indicator is the teachers' ability to respond to questions regarding the definition of the genre. The genre is defined as a specific type of text. The three teachers respond to the question, defining the genre as different types of texts. Their response aligns with the experts' definition of the genre.

The second indicator is the teachers' ability to respond to questions about the type of text. Twelve genres or types of texts that senior high school teachers should impart. These genres include recounts, reports, discussions, explanations, analytical expositions, hortatory expositions, news items, anecdotes, narratives, procedures, descriptions, and reviews (Rose, 2013; La Oni, 2022). A teacher provided a general response regarding the quantity of texts, while the other two educators detailed the types of texts each senior high school student learns, one by one, throughout each term. The teachers answered that there are twelve genres.

The third indicator is the teachers' ability to provide a definition of the text. If a text possesses tenor, field, and mode and is contextually relevant, it qualifies as a text. The text can be short and long. And the text represents the unified meaning. The teachers said that a text consists of mode, tenor, and field, and it can also be seen that it is in context. For example, the researcher asked the teachers to explain the word STOP. The teachers explained that if the word STOP appears, for example, in a barrier, it can be considered a textual element. The intention of the word "stop" was to prompt street users to halt when a train passes by, a common cultural practice in Indonesia. However, if a book solely uses the word STOP without any context, it cannot be considered a text. The conclusion is that the teachers' answer matched the definition of the text from the experts.

The fourth indicator is the teachers' ability to respond to questions regarding the implementation of the four cycles in the genre-based approach. The classroom activities should incorporate all four cycles of the gene-based approach. The first cycle involves building knowledge of the field; during this stage, teachers should strive to expand students' vocabulary related to the topic. For instance, teachers can employ techniques such as topic-based question-and-answer sessions, vocabulary listing, storytelling, and other activities to pique students' interest in the lesson. The next stage is modeling; in this stage, the teachers give a model or an example of the text. For spoken cycles, the activity is listening comprehension. For a written cycle, the activity is reading comprehension. The next activity involves joint construction, where teachers must instill confidence in students to produce skills both in written and spoken language. Examples of these activities include brainstorming, organizing ideas, drafting, revising,

and editing. Lastly, during the independent construction phase, the activities gauge the extent to which the students have grasped the subject matter.

The teachers explained that the first step in implementing a genre-based approach involved building knowledge of the field, followed by modeling, joint construction of the text, and finally, independent construction. To enhance their field knowledge, the teachers provided the students with vocabulary from the text they would be reading. The activities aligned with the principle of knowledge building, aiming to immerse the students in the upcoming topic. During the subsequent modeling session, teachers assigned the text for students to read, occasionally prompting one of them to read it aloud. During the joint construction phase, teachers instructed students to create texts either in groups or in pairs. Lastly, during the independent construction phase, the teachers instructed the students to create a text that resonated with the topic they had discussed individually. The teachers' explanations demonstrate their use of appropriate methods in their classrooms.

The next indicator is that teachers are able to implement the techniques in the classroom. In fact, the teacher did not apply these techniques appropriately. For instance, we observed two classes where the teacher failed to implement these techniques correctly. In the first class, the teacher instructed the students to read texts and respond to text-related questions. The teacher also explained the English question words and how students could easily answer them. The teacher provided clear instructions for answering the questions in the text, which included question words, in an effortless and correct manner. In the second class, the teacher dedicated 90 minutes to reading a text and explaining its content to the students. The first-time teacher entered the classroom and asked students to open their textbooks. The teacher employed the modeling technique. He missed the first step in the genre-based approach, building knowledge of the field.

The teacher did not apply the steps in the genre-based approach properly. The teacher did not follow the steps in the classroom in the correct order, nor did they implement the steps recommended in the genre-based approach. The English teaching-learning activities in this school prioritized the students' ability to excel in their upcoming examinations, prompting the teachers to employ specific techniques tailored to the students' needs (Cheng & Fox, 2017; Santos et al., 2018).

The second aspect of the teacher's understanding pertains to their understanding of the implementation of the genre-based approach. Teachers' ability to distinguish one text from another and their ability to distinguish one step from another in applying the genre-based approach serve as indicators of their comprehension (Nagao, 2018).

We asked the teachers to explain the difference between a report and a descriptive text. The range illustrates the difference between a report and a descriptive text. The scope of the report text is broader than that of the descriptive text. This implies that the scope of the report extends globally. For instance, the term "elephant" refers to a report, whereas "my elephant" is a descriptive term.

The teacher explained that descriptive text is more specific than report text. The teacher provided examples based on the topic of CAT. The teacher explained that

discussing CAT in a general sense implies discussing report text. However, the discussion of CAT in the descriptive text was more precise and typically focused on the concept of possession. example, my cat, Brownie, is black. The comparison above indicates that the teachers' explanation of the distinction between a report and a descriptive text aligns with the expert theories.

The second indicator is that teachers can distinguish steps. In this question, the researcher asked the teachers to explain the difference between building knowledge in the field and modeling steps. BKOF is the preparation step. It serves the purpose of preparing students to engage with the new topic in the text. Students use it to expand their vocabulary. The modeling step involves providing an example of the text so that students can recognize it and its organization.

According to the teachers, the activity that enabled students to engage with the text was building their knowledge of the field. The teachers implemented various techniques in the classroom to enhance the students' knowledge, including telling a story about the text's topic, listing the vocabulary in the text, and conducting question-and-answer sessions about the text. During the modeling step, the teachers instructed the students to read the text, occasionally prompting one student to read aloud. The teacher's explanation suggests that students can differentiate between the BKOF and modeling step.

Teachers typically use certain steps when developing a syllabus for a school-based curriculum (Kim, 2024; Blaikie, F., & Maras, 2024). These steps include planning, implementing, evaluating, and revising the syllabus (Peralta-Castro, 2021). The minister of education has determined both the standard competence and the basic competence. The school's teachers solely focus on developing their teaching-learning activities. The minister of education also made decisions about the materials, giving the students the books they need to learn.

The teachers developed the syllabus and lesson plan without monitoring and assessing from the other teachers or the supervisor. Only the headmaster signed the syllabus and lesson plan. If a supervisor visited the school, they would evaluate the syllabus and lesson plan. The teacher stated that they evaluated the syllabus and lesson plan for specific reasons, such as when a particular teacher received a promotion.

We can conclude from the above explanation that the teachers at Public Senior High School 2 Gowa understand the implementation of the GBA. They also concur and endorse the implementation of the GBA in their school. The weaknesses of the GBA implementation in this school stem from the teachers' failure to implement the recommended steps, as well as their lack of adherence to the syllabus and lesson plan development processes (Sukyadi, 2015; Prihananto, 2021; Yan, 2022). The teachers followed the planning and implementation steps, and they did not follow the evaluation step. There was no evaluation; there was no revision either.

4. CONCLUSION

The analysis and discussion results indicate that the teachers at Public Senior High School 2 Gowa comprehend the genre-based approach and its implementation in the classroom. They have knowledge about the application of GBA, they understand the application of GBA, they agree with and support the application of GBA, and they consider that GBA is better than the previous approach. However, in teaching and learning activities, teachers do not apply the steps recommended by GBA. We attribute this to the challenges that teachers face. The school determines the curriculum, and low student competence and motivation are among these problems.

We recommend conducting further research to explore the challenges teachers encounter with student competence and motivation. Additionally, the results of this study can serve as a reference for teachers in schools who are implementing the genre-based approach.

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