GENRE-BASED APPROACH AND PRE SERVICE TEACHERS IN ELT: A PERSPECTIVE

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Abstract: This paper aims to portray the implementation of Genre based Approach (henceforth GBA) in English Language Teaching context in Indonesia. The emphasize of the paper is on GBA as a new concept when it is first introduced as a new curriculum in Indonesian education system and how it gives impact to Indonesian curriculum development. GBA, which is highly influenced by Halliday's Systemic Functional Linguistics highlights the process of learning as opposed to the result of learning. Thus, the description on GBA implementation is expected to give different perspective in ELT in Indonesia.

Keywords: GBA, Pre Service Teacher in ELT

The curriculum development in Indonesia has been influenced by Genre based Approach since it was first introduced in 2004. However, before changing the curriculum into 2004 curriculum, the Competency-based Curriculum was launched in 2001, where English Language Teaching was expectedly developed in achieving the target language competencies (Emilia, 2012). After being implemented for almost 3 years, the Indonesian government commenced the 2004 curriculum which was highly affected by Systemic Functional Linguistic (henceforth SFL) and SFL Genre based approach so that the students could learn English by being exposed to various types of texts (Emilia, 2012). The changes of curriculum in Indonesia, particularly an English Language Teaching curriculum were conducted in order to achieve better students' performances in learning English as a foreign language. In doing so, the English teaching learning process in Indonesia has gradually turned into emphasizing the process of the learning instead of accentuating the result of the learning.

Nonetheless, according to Emilia (2012) the curriculum changes were not in line with the implementation of the curriculums in ELT classes. While according to Schwebel, et.all (2002, p.158),"When we think about curriculum development, we need to consider the development and preparation of the teacher as much as the development and preparation of materials." The reasons, among others, are having less understanding or no understanding in comprehending the new curriculum (Kasihani, 2000 and Sudjana, 2000 as cited in Emilia, 2012) for in service teachers and having few or no trainings nor information about the new curriculum for pre service teachers. This paper,

however, will only focus on the latter one since the writer mostly works with pre service teachers or student teachers who later, when they pass their undergraduate program, they are expected to be competent and effective English teachers. According to Government Regulation No 19 year 2005 on National Education Standard, there are four competences that a professional teacher should have: Pedagogical, Personal, Social and Professional. Each competence has its own elements to achieve the goal of being a professional teacher, and be familiar with the current curriculum as well as be able to design an effective lesson plan belong to pedagogical competence of a teacher.

Therefore, the phenomenon above has become the writer's concern for couple years. The followings are rationales of choosing the topic of GBA and pre service teachers in ELT Context to share: (1) pre service teachers of English should be well informed about the changing of curriculum in Indonesia and (2) pre service teachers are not well prepared in articulating the curriculum into lesson plans.

With the intention of portraying the GBA implementation in ELT context in Indonesia, the writer would like to depict the understanding following these arrangements: First of all, discussing brief information about lesson plan. Secondly, talking about GBA and its entities. Thirdly, bringing up discussion on studies on Genre based approach not only in Indonesia but also in other countries in association with English Language Teaching

PRE SERVICE TEACHERS AND LESSON PLAN

In line with the changes of curriculum in Indonesia, the curricula of English subject, as stated by Emilia (2014, p.87) have identified a number of genres that students need to be able to read and write and to succeed in primary and secondary school. Thus, the teachers should be ready and able to teach the students those genres. As a result teaching English through various genres is necessary and that is where the knowledge of GBA is also needed. In similar vein, Derewianka (2003) states that,"GBA are becoming increasingly influential in the field of English Language Teaching."

As aforementioned earlier, one competence that a professional teacher should have is pedagogic competence and designing lesson plan in preparing an effective teaching learning process is one of the element. Thus, pre service teachers and lesson plan are two things that cannot be separated. In line with this, Ur (2006, p.221) states that,"Most teachers plan carefully, and if the plan was a reasonably good one, then a lesson that accorded with it was probably also good." A good language lesson according to Woodward (2001) is a lesson where there is plenty of language learning going on, in which both the students and the teacher, among others, are aware of some of what there is to learn, accept that language is a mixture of things, feel comfortable physically, socially and psychologically, and do things in class that would be worth doing and learn things that are worth learning outside the language classroom. The followings are more elaboration on those two.

According to Government Regulation No.19 Year 2005 article 29, students who would like to be teachers and teaching in primary and secondary school

levels, should at least follow   a 4 year training in English Education with a certificate/diploma in teacher education institutions. The students who enroll in this kind of institution are called pre service teachers. According to Hudson and Nguyen (2008), pre service teachers (mentees, term used by Hudson & Nguyen, 2008 and Ambrosetti & Dekkers, 2010, or protégés, term used by Gravey,2003) are generally assigned to "an experienced mentor in the school for the period of the practicum" (p.1). Also, EFL preservice teachers are those who learn to teach English as a Foreign Language (henceforth, EFL) (Hudson & Nguyen, 2008).

A lesson plan, as Farrell (2002) suggests is a collection or a summary of a teacher's thoughts about what will be covered during a lesson. This means that before coming to the teaching process, a teacher should prepare systematic steps to be conducted in a class in order to reach the objective of a lesson. Furthermore, Jensen (n.d) emphasizes that lesson plan can be treated as a guideline for both novice teachers (i.e. pre service teachers) and experienced teacher since by designing a lesson plan, one will know what to do next in the class.

With the aim of achieving the goal of creating students who can have better performance in all language skills (listening, reading, speaking and writing), the prospective English teachers in Indonesia should have better understanding in how to design lesson plan which highlights on the process of learning English.

GENRE-BASED APPROACH AND SFL

Genre-based approach emerged in around 1970s and 1980s (Kee Man, 2011). This approach was strongly influenced by Halliday's Systemic Functional Linguistics. Unlike traditional grammar, according to Eggins, 1994, p.2 as cited in Payaprom (2012, p.21) SFL is,"an interest how people use language with each other in accomplishing everyday social life." In addition to this statement, there are three most important features of SFL as cited in Emilia (2014), i.e (1) its interest in language in functional terms (Halliday, 1985); (2) it describes language in terms of set of choices of making meaning (Christie & Unsworth); and (3) it proposes that the object of language study should be a whole text (meaningful passage of language) (Christie & Unsworth).

In association with the latter, GBA emphasizes the process of learning instead of the result of language learning. As in Indonesian ELT context, as stated previously, GBA was first introduced in 2004, as a part of 2004 Curriculum. Since the focus of language learning is the process and not the result, the implementation of GBA in Indonesia adopted the teaching - learning cycle proposed by Rothery (1996 as cited in Firkins, et.all ., 2007).
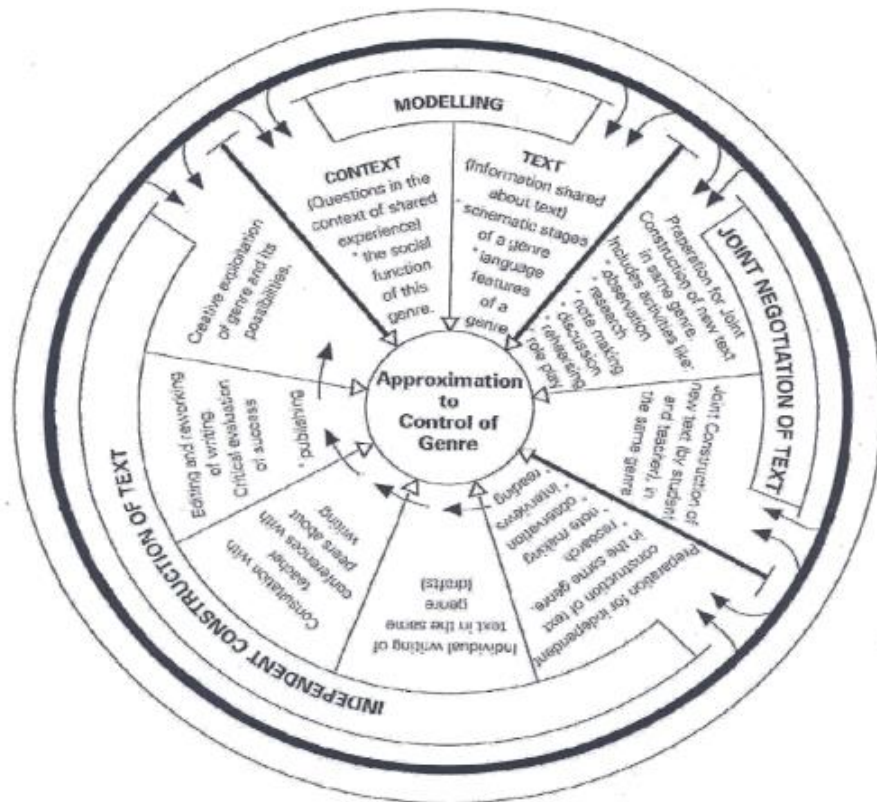
Figure 1. Teaching-Learning Cycle (Rothery 1996,p.102 as cited in Firkins et.all, 2007)

The teaching- learning cycle above consists of three stages: Modelling, Joint Negotiation of Text and Independent Constriction of Text. However, in Indonesian ELT context, the cycle was adopted into four stages, i.e. Building Knowledge of the Field, Modelling, Joint Construction and Independent Construction (Emilia, 2012, p.24). However, the implementation of each stage is not rigid. Teachers can start from any stages where it is necessary according to the students' needs.

Before discussing further on the implementation of GBA in ELT Indonesian context, let us give limitation on what genre is. The term 'genre' in this paper refers to different types of text that are used in social contexts (Martin & Rose, 2007, p.8 as cited in Emilia, 2014, p;84). However, Gibbons (2009, p.108 as cited in Emilia, 2014, p.86) stated that "genre has been extended to describe all the language events, both spoken and written, that we participate in as members of our particular society and culture."

To sum up, the term 'genre' in Indonesian English Language Teaching context refers to different types of texts that are used in social contexts such as a joke, a newspaper report, a movie review, a seminar, a lesson, a set of written instructions, an informal email, and so on

(Gibbons, 2009 as cited in Emilia, p.86). The table below outlines the social purpose of a number of genres which are also included in Indonesia English subject curricula (Derewianka, 2003, Emilia, 2012)

Table 1. Basic Educational genres and their sub-genres

Social Purpose	Genre	Sub-Types	Example
'To provide information about a particular person, place or thing'	Description	Objective Description Literary Description	'My Family' 'The Old Banyan Tree'
'To provide information about a class of things'	Information Report	Descriptive Report Taxonomic Report —Class/subclass —Part/whole Compare/contrast Report Historical Report	'The Rainforest' 'Different Types of Planes' 'The Parts of a Clock' 'Bats and Birds' 'Dinosaurs'
'To tell someone how to do something'	Procedure	Instructions Experiment Directions Regulations	'Making Nasi Goreng' 'Changing Solids to Liquids' 'How to Get to Main St' 'Our Class Rules'
'To tell what happened'	Recount	Personal Recount Factual Recount Biographical Recount Autobiographical Recount Historical Recount	'My Holiday in Macau' 'Thief Steals Car' 'The Life of Gandhi' 'My Childhood' 'The Qin Dynasty'

'To explain how or why a phenomenon takes place'	Explanation	Sequential
		   Explanation
		Causal Explanation
		Factorial Explanation
		Consequential
		   Explanation
		Exploration
			
			'Life Cycle of a Frog'
			'Why Hot Air Rises'
			'The Causes of Erosion'
			'The Effects of Poverty'
			
			'Why Dinosaurs Became
			   Extinct'

'To explore the human condition through storying'	Story Genres	Narrative Moral Tale or Fable Anecdote	'The Disappearing Dogs' 'The Fox and the Crow' 'When I Went to the Dentist ...'
'To respond to a literary text or artistic work'	Response Genres	Personal Response Review Interpretation Critical Response	'My Favourite TV Show' 'Novel of the Year' 'Crouching Tiger as a Metaphor...' 'Is Rap Really Subversive?'
'To mount an argument'	Exposition	Persuasion Discussion/Debate	'War is immoral' 'The Pros and Cons of Living Alone'

Furthermore, Hyland (2007) proposed a number of advantages in using genre based approach in teaching among others, are (1) genre-based teaching is

explicit. This explicitness gives teacher and students clear information on what it is to learned; (2) genre-based teaching systematically addresses texts and contexts. Linking texts and contexts has two important advantages, teaching is data-driven and the students are offered a way of seeing how different texts are created in distinct and recognizable ways in terms of their purpose, audience and message,

RESEARCH ON GENRE BASED APPROACH

Studies in the implementation of GBA have been conducted since the time it was first emerged in Australia in 1970s and in 2004 in Indonesia. Nonetheless, most research focus on language skills, to be precise on writing skills. The next part of the paper will give more elaboration on several research on GBA implementation.

Many studies on GBA focus on students writing skills. As conducted by Tuan in 2011 2011 in Vietnam. The result of the study revealed that most students had control over the key article of the required recount genre in terms of social purposes, language features and schematic structure. Other research is conducted by Sari in Palembang, Indonesia. She conducted a study on writing Report for eleventh grade students. The findings shows that GBA helps the students to organize their report writing in a proper way (Sari, n.d).

More research are also conducted in various countries as stated by Payaprom (2012, p.17), the genre-based approach originated in Australian, but the value of this approach has been studied also as Second Language (ESL) and EFL context (.e.g. Cheng, 2008; Emilia, 2005, Ho,2009) in various countries, and in Thailand (e.g. Chasiri, 2010; Kongpetch, 2003; Srinon, 2009)

Another research was also conducted in Columbia with the speaking skill as its focus. The result of the study shows that GBA "underscores the role of explicit instruction to raise learnes' awareness of how texts work and in turn facilitates performance." (Rivera, 2012, p.122).

Nonetheless, little work was conducted in relation with incorporating GBA in designing lesson plans. One of the research on this field was conducted by Widodo (2006) which highlighting the designing a GBA lesson plan for an academic writing course. Unfortunately, the findings of the study did not really give solid shape of how the lesson plan with GBA incorporation should be like.

CONCLUSION

Based on the elaboration on Genre based approach and its implementation in ELT context, it can be concluded that despite the fact that Genre based approach has given different perspective in English Language Teaching context in Indonesia and other countries as shown by many studies, the approach has not yet explored in terms of giving preparation for pre service teachers in designing effective lesson plans with the aim to create students who have better performance in language skills.

RECOMMENDATIONS

In spite of many studies in incorporating genre based approach into English Language Teaching classes, there is two recommendations that the writer would like to purpose. The followings are the recommendations:
(1) Further research on different areas of English Language Teaching in Indonesia related to GBA implementation in other language skill class, such as in Listening, Reading and Speaking.
(2) Promote more research on preparing pre service teachers in designing lesson plan so that they can articulate the curriculum proposed by the government appropriately and effective in order to achieve the goals of learning English.

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