

Genre Pedagogy in English Foreign Language Teaching in Senior High School

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Abstrak

Untuk memenuhi tuntutan modernisasi, pendidikan perlu mengevaluasi dirinya khususnya yang berkaitan dengan kurikulum dan silabus. Evaluasi dilakukan tidak hanya pada tingkat pendidikan menengah tetapi juga pada tingkat pendidikan tinggi, di tempat mereka sebagai peserta pendidikan merasakan manfaat belajar di lingkungan pendidikan formal. Tulisan ini membahas secara khusus, pertama tentang tata bahasa sebagai "tubuh dan jiwa" dalam belajar bahasa Inggris di sekolah menengah. Kedua, tulisan ini membahas genre mengubah paradigma tentang silabus bahasa Inggris. Ketiga, membahas tentang pedagogi genre dengan kelebihan dan kekurangannya.

Key words: Teaching grammar, teaching reading, genre, genre pedagogy.

Responding to the needs to prepare for modernization, education nowadays must evaluate itself in the form of the new curriculum as well as syllabus. What this essay will discuss first is about teaching grammar as the main "body and soul" in teaching English in high schools. Second is about genres that change the paradigm of teaching English as the result of functional syllabus. Third is about genre pedagogy with its advantage and disadvantage.

Introduction

Responding to the needs of the students under their self preparation in welcoming the modern era and global changing in any aspects, education nowadays must be aware and reevaluate itself for its contents in the form of curriculum and syllabus. Education has become the main root of human development and the main source for new candidates who later on would be the people of profession to change the world. It is very important for us as education practitioners to understand the changeable situation and we must select which of the learning subject later on would be beneficial for our students.

Education nowadays is not merely simple institution that educates the students but refers to the goal that provides candidates for holding some specific profession later on for the brighter future. This new assumption may emerge some new terms that students lately be called as the consumers or the stake holders. Avoiding of the misunderstanding, boredom of the students, reluctant in reading certain materials, ignoring both the lesson as well as the teachers who take control over the lesson and silly questions such as "What is it for us (students) to learn this subject?" or other statements such as "Bull shit with this lesson, I learn what I like.", as education practitioners we must select which lessons would be beneficial for our students. This changeable pattern that consists of material and

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subject designs must be the first concern both for the formal high schools and also universities.

Concerning on this case, starting 2006 schools have great opportunity in reform and reshape their own curriculum including the syllabus based on their vision and mission that school carries. By having KTSP (Kurikulum Tingkat Satuan Pendidikan) schools have great obligation to lighten students learning burden and to erase some useless materials in order to create “ready to do” students as the future working applicants. First of all, the new curriculum has given freedom to the school to choose the appropriate materials or text book that represent their general goals as well their vision to the education. Later on the syllabus of those schools are expected to have a clear function in the future than just transferring the knowledge black over the white patterns.

In the case of teaching English as foreign language in these schools, especially in senior high schools, students must be guided to learn English not only to fulfill the minimal requirements of the targeted mark but also they have to be guided to track back to the essence of learning language. Learning a language is learning on how to communicate and to know the elements that support the communication. So let's the students maximize the basic goal of learning the language. This process of teaching learning activities must be relied on the teacher roles which are expected to be very active and creative for focusing the learners, or in brief people usually refer to learner centered communicative approach.

In this nation having learners centered communicative approach as stated in the CBC goal for learning English subject may find a lot of obstacles because for decades learning English subject in schools has associated with learning grammar not in the form of functional syllabus but more to the teachers centered learning situation. For decades grammar has been the “king” and the “soul” of teaching English in senior high schools in this country. From the text book materials; from the simple exercises books to the preparation for Genre Pedagogy in English as Foreign Language Teaching in Senior High School (TOEFL), daily teachers explanation, weekly tests to the final tests even national final tests to the university admission tests, grammar always and has taken mostly and has been the greatest roles in teaching English. This situation becomes the main factor why English teachers are reluctant to change their style and method in

teaching English or leaving grammar because most of the end of the students' final test, grammar still takes control over the content in the tests, for example so many test questions relate to the grammar (as seen in the test collection in <http://guru.bpkpenabur.or.id/teguh/ing-testesp.htm>)

When teachers are expected to be creative by focusing the learning in the form of totally learners centered and using functional syllabus by having games, songs even debates or telling stories for their teaching variation, at the end of the lesson basic question haunts them whether the main specific patterns of structure or the specific goal of the learning has been transmitted well to the students or not. This uncertain situation and costly hours for feedback about the learning make teachers do not want to implement this method so often because the target time for materials to be finished before the final test worries them much. So English teachers are finally back to their old fashioned method and style in teaching English, back to the Grammar explanation and exercise.

Teaching Grammar

As quoted from Methodology in Language Teaching (2002), Swans focuses on some reasons why teachers love teaching grammar. As a matter of fact, English teachers prefer teaching grammar because the demands of the environment and also the psychological point of view. As the writer mentioned before the role of the existed materials become the first reason. Both teachers and students easily find grammar books everywhere in the bookstores; from the grammar rules explanation to the various exercises books and others. This case refers to the people's ideology in this country that English subject is a matter of grammar teaching learning activities.

The second reason is about the simplicity of teaching grammar. English teachers may find easy and become their habitual activity that teaching English subject is a matter of teaching rules by rules of the grammar. This kind of teaching forms the pattern of English teachers to teach English, such as giving students series of grammar rules, then give them exercises and discuss about the exercises, correct the mistakes and later on the material is ready to be tested as student's assessment and teachers' evaluation. So learning grammar is a lot simpler than learning language as a whole (Methodology in

Language Teaching, 2002:149)

The third reason is about the test. By teaching grammar which has rules and rules and straight forward outcomes will effect on the test and evaluation as the main latest goal of teaching learning activity. Students assessment and teachers evaluation become the main media for measuring the successful and failures of the teachers' performance and competence and students' competence. In this 2004 curriculum (Kurikulum Berbasis Kompetensi) which more focuses on the selected schools because of the schools quality in providing the teaching learning facilities, teachers are expected to have remedial test after finding that several students may have to repeat the test in order to reach the minimal requirement mark. So in this case teachers are expected to have the enrichment session to re explain and later on to have remedial test.

The fourth reason is the save feeling both for teachers and students. Teaching grammar as the writer already mentioned before relates to the rules to rules grammar explanation. The atmosphere of the English subject teaching learning activity forms has given teaching and learning pattern both teachers and students for decades. Teachers may feel save and secure by teaching series of rules and students may feel secure as well when they can get the essence of grammar rules and be successful in doing the English exercises and test.

The fifth is about the essence of English lesson. People always refer to the English teaching learning activities by focusing the grammar, this always forms ideas that the essence of learning is grammar. This idea may relate to the so many people who are able to have self learning without the helps of formal education institution. These people may learn grammar rules and without knowing the essence of learning language is more to develop its function as the tool of communication. So students and others people may understand what rules to use in certain questions and test but still reluctant to use in spoken or performance activity for example in expressing how to call the police for emergency incident, etc.

The sixth is about by teaching grammar, teachers do not have to teach the whole elements of the language, such as teachers may find giving pronunciation practice each session of the learning activity annoying. Teachers prefer to

have step by step procedure such as using independent materials for teaching, using preferable materials first to be taught or having the easiest to the hardest materials first. So teachers feel that by teaching grammar with good division and good management is not hard to do than teaching the language as a whole system.

As quoted from methodology in Language Teaching, the last reason is about teachers' authority. Grammar relates to the rules, and these rules help students to know which right and wrong about grammar and teachers may give judgment about it. In the meaning to say is that teaching grammar is about rules implementation in exercises and tests and teachers have the right to correct the students' mistakes.

Those reasons above that relate to the easiness of teaching grammar indirectly create the passiveness both teachers and students. Teachers are active mostly in creating the exercises for the students and perhaps having creative media under teachers' supervision. Other reasons perhaps teachers mostly are afraid to be creative all the time because they feel that by giving games, songs or other materials that stimulate the interesting atmosphere in teaching language lead to the unsuccessful specific learning objective. So teachers are so far away from the real function of learning language and creating the passive input to the students. Students later on become the passive learners only know about what grammar rules appropriate to the certain tests and exercises and totally blank in the language usage.

In this study the writer tries to lift up genre as the other optional English teaching learning activities as the vehicle for both teachers and students to be more active and to encourage both teachers and students self confidence to have great interaction in the class in the form of genre media and activity.

Genre Pedagogy

What is genre? And what differentiates it from the text? As quoted from Christie, 1991a, p.142 in Johns 2002: 5, a text is understood as functioning in a context, where context is said to operate at two levels; at the level of register, where field (social activity), tenor (the interpersonal relationships among people using language) and mode (the part played by language in building communication) all have consequences for the

choices made in linguistic system. And at the level of genre, where social purpose in using language also has consequences for linguistic choices made. For any given instances for language use, a genre is selected (be that a report, a narrative, a trade encounter, and so on) and particular choices are made with respect to field, tenor, and mode, all of which are realized in language choices.

Teaching reading both in junior high schools and senior high schools mostly has been to the understanding of the passage such as questioning the main idea of the passage and finding both the topic and the topic sentence of each paragraph. Students are not expected to think creatively to answer most of the questions as in reading comprehension has because most of the answers have already been stated in the

passage. But when we see the Teaching Learning Cycle from Feez and Joyce, 1998, Johns: 2002, we may conclude that the first stage is about Building the Context, a stage where learners are expected to know different type of texts and find the appropriate one to fit into the context that is being talked about. The second is about modeling and the deconstructing of the text. In this phase learners are expected to know about grammar as the target language used in the text. The third phase is about joint construction where with teachers' guidance the learners are expected to make their own text and in the last stage which is independent construction of the text, students are given some topics and let them explore themselves in writing.

The fololwing table shows the eight key genres for teaching grammer identifield by Johns

Table: The Eight Key Genres for Teaching Grammar (Johns:2002)

	Social purpose	Social location	Description of the stages
Recount	Retelling events usually in the chronological orders	Found in history, events, insurance claims, etc.	Orientation, record of events, re - orientation.
Information report	Describing the way things are including the characters	Found in encyclopedia, brochure, advertisements	General statement, description of aspects, description of activities
Explanation	Explaining about how and why things are	Found in health care booklets, textbooks, leaflets, etc	General statement, implication of sequence
Exposition	Arguing some particular point of view on an issue	Found in school essays, debates, etc	Statement of position, Arguments, Conclusion.
Discussion	Discuss an issue	Found in essay and research summaries, etc	Issue, arguments, conclusion
Procedure	Instructing how to do	Found in instructional manuals, and technical instructions etc.	Goal, steps, results.
Narrative	Dealing with complicated events and have solution for it	Found in novels, short stories, radio dramas, etc.	Orientation, complication, evaluation, resolution
News Story	Presenting the new events	Found in newspaper and magazine, etc.	Lead, key events, quotes

(2002). By having genre as other alternative approach in teaching reading, students are expected to have creativity and be active to analyze the grammar in the text including other whole language elements such as the usage of noun, adjective, conjunction or even direct and indirect object and others. After they are able to find out their own rules and later on teachers just let the students freely express themselves in the text production.

As what already stated in the table there are eight kinds of genre, the following is the specific explanation about each of that kind.

1. Recount

The social purpose of recount is about retelling the events in chronological order and to form in such a way by the writer in order to be interesting passage to read.

The structure of this recount is

- a. Orientation, as the beginning of the story this first part always exists in the first paragraph as the setting mostly from the story, where a character, time and place first to be mentioned.
- b. Record of Events indicate the body of the text in which the essence of chronological events mostly explained here, the plot of the story and the main idea why the story is written can be read in this part.
- c. Reorientation indicates the final story, it means that how the story comes to an end.

Mostly the grammar focus of this recount is past tense, but for various level for example for the first grade and the third grade of the senior high school the past tense can be introduced and taught differently based on their level of difficulty.

2. Information Report

This kind of genre is one of the easiest genres, because the basic purpose of this genre is about giving information about certain thing, usually describing thing around us such as computer, car, etc or even animals. This gradation of explanation of this text should be based on students' level.

The basic structure of the text is general statement and description.

Grammar focus which has relation with this type is present tense. Teachers are highly suggested giving additional vocabulary such as using specific terms to strengthen students' description; such as *bandage*:

medical term.

3. Explanation

The basic purpose of explanation is telling to the reader why and how things occur as what we hear and see, such as why this becomes that and how. The general statement occurs in the first paragraphs and followed by the explanation in details, later on the conclusion is added in the final paragraph. Grammar focus that may occur is present tense including passive voice as the variation style.

4. Exposition

The basic understanding of exposition is about arguing for and against others' point of view. The structure of the text is first about the statement where the writer wants to focus on whether agreeing on something or disagreeing on something. The second element is about the statements of the argument. In this case each argument may exist in each paragraph with a lot of reasons as the elaboration of the argument. The last one is the conclusion as the media for strengthen the statement.

5. Discussion

The social purpose of the discussion as a genre text is about explanation of various reasons about an issue, and later on the conclusion may exist as the final judgment of the discussion. As exposition, discussion also has statement of position as the introduction of an issue, the explanation from different point of view can be elaborated in series of paragraphs and once again it is based on the students' level. The conclusion exists as the final decision after readers are taken to see the explanation.

6. Procedure

The basic idea of having procedure is about telling to the students how to make things. As the first paragraph introduces the goal of the process the second paragraphs relate to the methodology or the process on how to make things. Later on the last paragraph relates to the final action of the methodology or the intended goal.

7. Narrative

Narrative and recount something is similar but totally different. In narrative the orientation has the same function as in the recount but in the recount where the chronological events take place in the second paragraph, Narrative gives the reader problem to solve as complication. When

recount has re orientation as the closing paragraph, narrative has resolution as the solution of the problem. This kind of genre is quite confusing for the first grades students because so far what they have had in their mind is that narrative and recount have the same function. The grammar mostly uses past tense.

8. News Story

The social purpose of this genre is presenting the news. The key events and the quotation to strengthen the evidence of the news should be taken into consideration. The past tense as the grammar focus can be the general tense in the news presenting.

In the following is the explanation about how to teach grammar in the form of genre for the first grade of senior high school. The genre that the writer intends to take is the recount style.

Recount

An Excursion to the Botanic Gardens

On Thursday 24 April we went to the Botanic Gardens. We walked down and boarded the bus.

After we arrived at the gardens we walked down to the education centre. Year Three went to have a look around. First we went to the First Farm and Mrs. James read us some of the information. Then we looked at all the lovely plants. After that we went down to little spot in the Botanic Gardens and had morning tea.

Next we did sketching and then we met back at the Education Center with Year Four to have lunch. Soon after it was time for us to go and make our terrarium while Year Four went to have their walk.

A lady took us in to special room and introduced herself and then she explained what we are going to do. Next she took us in to a pyramid terrarium and another one. It was most interesting. Later we went back and made our terrarium.

Soon after we had finished we, went back outside and met Year Four. Then we returned to school.

Teaching Grammar in Genre Pedagogy

Genre pedagogy as the writer concludes is teaching any kinds of language elements such as reading or writing including grammar using

genre as the media of teaching. In this genre pedagogy teachers indirectly requested to be active to have question for the students. As the above sample, teachers are encouraged to introduce the simple text first. Then they may ask the students to read and understand the context of the reading passage. Encouraging the students by having series of question is very necessary such as “Which one is the conjunction?”, or “Room, is it an adjective or a noun?”, “Where is the adjective or what kinds of words as the adjectives here?” etc. using questions like that, students are expected to find the derivation and also identify easily which one is verb and what kind of tenses is used for this kind of text.

After that teacher may give reading comprehension questions to help students to understand the context or what the text is all about. Then later on by having fill in the blank exercise, students are expected to make their guided own writing composition. Finally as the independent construction, students can have free writing composition based on the functional context.

There are some advantages and disadvantages using genre as the media for teaching grammar. In the following are the advantage factors:

1. interesting
It is interesting media for teaching reading although we may insert grammar understanding in it. Students are no longer face old fashioned reading comprehension which always refers to the questions that relate to the main idea, topic, topic sentence etc.
2. active interaction classroom management
By having genre pedagogy here, avoiding students for falling asleep during reading lesson. Some of the students may have difficulty in reading because they feel reading is annoying because the situation of the classroom becomes so quite and silent then indirectly they feel sleepy. In this case of giving series of questions in the form of reading passage analysis, students are encouraged to answer the questions and give interaction to the students.
3. basic knowledge and understanding
In this case when teachers give questions, they may focus on specific topic to be discussed; such as gerund, noun phrase, modals, etc and avoid misunderstanding to

- the students.
4. brain stimulation both teachers and students
Having genre as the vehicle of teaching grammar, stimulate the creativity both teachers and students. Teachers may focus on certain topics to be discussed with question variations and students can have critical thinking in analyzing the passage.
 5. media for the new production
As teaching cycle ever explained, we may have text modeling, joint construction and independent construction of the text can give great opportunity for the students to have a better writing composition production.
 6. successful goal of learning
Differentiating among those passages and also giving appropriate method of teaching, teachers may reach successful goal of learning towards students. Its very different with old fashioned texts in usual reading comprehension which only give meaningless text without purpose and boring questions for decades. And for additional this method may invent a new style of reading test, which more focus on the analysis then comprehension questions.
 7. specific explanation in grammar focus
By having passage analysis, students may see clearly what grammar pattern is going to talk about and the implementation in the sentence and composition. This method also avoids students for misunderstanding, between similar grammar pattern such as the usage of continuous and gerund.

On the other hand the disadvantage of teaching grammar is explained as follows:

1. difficult to find the text as the media for teaching grammar
When teachers want to implement genre as the media for teaching grammar, the first difficulty for teachers is finding the appropriate text because mostly the grammar focus that exist is past tense.
2. still need more exercises for students
Relating to the State Final Examination and mostly to the University Admission Test that still won't let grammar go, we still have extra exercises to make and to discuss.
3. uncomfortable classroom situation
Some of the students may feel that series of question in the analysis stage frustrating,

so this feeling creates uncomfortable classroom situation. Except when this method is implemented in the certain schools which critical thinking method is their culture.

4. limited grammar to be explained
As mentioned before, the limitation of the passage resulted on the limitation of the grammar explanation. While in the senior high schools final examination and university admission test, all the tenses in English students must be acquired.
5. time consuming for the new production correction
Teachers will feel frustrated for having correction day by day in order to have a perfect result, correcting both in the joint construction and independent construction stages.

Based on my experience what makes teaching more effective is by using communicative method, it seems like teaching speaking but actually while we teach grammar using communicative purpose we must consider the goal of the teaching grammar itself. Genre approach concerns with situational purpose so by having interactive teaching and learning situation that focuses on the specific grammar patterns so the teaching learning situation can be more effective than just having conservative teacher centered grammar teaching learning activity. Although basically having genre approach is a matter of assisting the students and it seems that students are passive but having appropriate texts which focus on the situational purpose and having the non conservative teaching methodology, teaching grammar later on would be more interesting than before.

Conclusion

Both of teaching reading and grammar using genre can be an alternative method in order to avoid boredom atmosphere but ironically we hardly use this method to teach grammar totally without any exercises because in this country students still need total guidance for learning grammar.

Teaching English using genre encourages students and teachers to be active and creative. As what has already stated before there are some advantages using this method but we can not ignore the disadvantages which hopefully in the

up coming situation and culture in this nation we can apply this approach totally without any burden.

Teaching grammar using genre can stimulate students activeness in analyzing the grammar in each text, after that indirectly students who probably reluctant in reading the passage finally they understand the context. So in the future the atmosphere of teaching grammar can be more various, but reaches the exact specific learning objectives.

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