

## The willingness of teachers of ELT in applying the genre based instruction for character building

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### Abstract

The vital role of English teachers' involvement in shaping characters of students makes a study on Genre Approach in Indonesia is so necessary. This research discusses the Genre -Based Instruction in junior and high schools. It studies the kind of change and attitudes which could play an important role in determining whether a teacher chooses to support or resist a change. The English teachers' willingness in the change process leads to a major influence on attitude. The Genre -Based Instruction needs the awareness of English teachers to get similar perceptions and interpretations to those of government and curriculum designers have. The involvement of English teachers not only in the development process of the Genre -Based Instruction but must also commit to the English genres as the core of learning process.

**Keywords:** language teaching, english, genres, indonesia, character building

### Introduction

This paper is aimed to discuss the willingness of teachers in applying Genre Based Approach in ELT toward the Genre -Based Approach in the implementation of junior high school curriculum and the change which might determine how they will facilitate the process of change. This paper is aimed at tracing the theoretical and practical implication of the willingness of teachers in applying Genre Based Approach in ELT toward the Genre -Based Instruction. The study of teachers' attitudes to a newly implemented curriculum, as suggested by Ming (2002), would reveal the gap between theory and practice in the classrooms. Matondang (2014) <sup>[8]</sup> contends that cultural element in teaching English as foreign language in Indonesian context should consider the Anthropological theories. It should bear in mind that language use in Genre Based Approach takes the teachers attention to supply the class with cultural contexts.

Research on the English teachers' attitudes contribute to the development of teaching learning process in Indonesian schools after the government instructed the implementation of that curriculum from junior to senior high schools. The study on the English teachers' willingness to plan language teaching materials, strategies of teaching and evaluate the Genre -Based Instruction helps the government and curriculum designers of problems resulted from the implementation in the classrooms. Moreover, Ming says that "the mismatch between the beliefs and practices may contribute to the neglect of examining teachers' attitudes before implementing any new approach". In short, the effectiveness of the Genre -Based Instruction in Indonesia depends on the system that government and instructors engage to convince the teachers. In fact, the effectiveness of the Genre -Based Instruction does not successfully change the teachers' existing beliefs about language learning and teaching if the implemented-system fail to shift the previous paradigm that has been long rooted in teaching practice.

### Theoretical reviews on genre based instruction

ELT in Indonesia follows the development of international

and global trends. A genre based approach and the implementation of the 1999 language education policy in Indonesia has instructed the teachers of English as a Foreign Language (EFL) to create the communication atmospheres. The Genre -Based Instruction in English class and the willingness of the English teachers which affect the effectiveness of this approach needs a survey. The ways of teachers of English in the implementation this Instruction needs a comprehensive paper. That Genre- Based Instruction recommends teachers to developing students' abilities to use various types of English genres and texts appropriately, however, the strategies of teachers in using genres in classrooms have not been revealed yet. Although the Genre-Based Instruction advocates teaching practices which engage the use of rhetoric patterns and structure of texts, the less report of willingness of teachers in relation to the application of genres in schools such as a new problem. In Indonesia textbooks there are some English genres provided, such as narrative, recount, procedure, spoof, anecdote, and hortatory, nonetheless, the lack of information about the effectiveness of Genre Based Instruction has not been studied.

The high expectation of Government on the teachers of English in Indonesia to use English genres has not been investigated. How they help students to communicate in English by using frame of genre structures is a big question. Additionally, the local governments do not have sufficient data of teaching learning process by Genre-Based Instruction. Theory of genres shows the relation of text, context and co-text. Bathia (2002: 12) <sup>[1]</sup> contends that the "genre studies incorporate a variety of frameworks used to analyze a range of textual genres. It exposes the correlation of socio-cultural elements within a text. Taking those elements, teachers should have the knowledge of genres that applied in ELT classrooms. It notes that speakers construct, interpret and use genres in various disciplinary communities in academic, professional, workplace and other institutionalized contexts (Bhatia, 2002) <sup>[1]</sup>. It is widely known that the English genres deal with formal and informal situations of communication transactions where the speakers or writers engage a single or

combination of genres to propose their goals in social interactions. According to Bawarshi, "Genre is such a concept. Within each genre, discourse is received in a certain mode and must receive a certain status, including even discourse endowed with an author-function (2000:2)".

In relation to the willingness of teachers in applying Genre Based Approach in ELT to the newly implementation of teaching approach, the government seldom follows or finds out the further effectiveness from classrooms and rarely evaluates it. Theoretically Huberman (1983 in Kasapoglu, 2010:17) <sup>[6]</sup> argues that "successful implementation of curriculum change occurred at places where administrators exerted strong and continuous pressure on teachers but only when substantial assistance is supplied since it tends to increase teachers' technical mastery and their commitment". The challenges of language policy and curriculum implementation must be connected to the attitudes, perceptions and interpretations of English teachers in teaching their students. In line with Huberman's idea, based on his comprehensive research in Turkey, Kasapoglu (2010: 1) <sup>[6]</sup> finds that "the success of the changed curriculum depends on how it is interpreted by its implementers, that is, teachers. Unfortunately, how changed curriculum is perceived and implemented by teachers is neglected utmost since teachers as onlookers are made obliged to sit on the sidelines and just watch what happens to the curriculum without questioning". In Indonesia context, it should be realized by government and curriculum designers that central of curriculum change depends on the attitudes of teachers. Furthermore, the English teachers in Indonesia might resist to change and to implement a new curriculum, because they find it is difficult due to limited knowledge and learning resources.

### Character building through genre based instruction

The Genre-Based Instruction has been implemented in Indonesia for many years. The types of English genres have been the core contents in the provided textbooks. English lesson in Indonesia requires English teachers to prepare materials and strategies that equip the students in Junior and senior high with various types of English genres. Students in learning process are focusing on a single genre or group of closely related genres, such as descriptive, recount, procedure, spoof, narrative, anecdote, explanation, news, and hortatory. It is likely to give only limited consideration to teach the linguistics items or grammatical rules within Genre-Based Instruction. The teaching model is based on the genre and communicative purposes or goals that result in choice of specific forms for the texts. The Genre based Instruction indicates the communicative purposes of speakers or writers and their relationship to listeners or readers as the main factors in using English. The reasons of using various types of English genres in classrooms are based on the assumptions that the sooner and more English genres are studied, the better communication competence they would have.

Knowing type of genres is so vital for English teachers in Indonesia. Henry and Roseberry (1996) <sup>[5]</sup> argued that genre is regarded as formal property of texts, and learning English genres allow students to describe genres as a sequence of segments or moves, and each of which is intended to accomplish some part of the total purpose of the genre. Socio-cultural factors impact class room activities. Matondang (2012) <sup>[9]</sup> argues that knowing cultural elements of an English

text such folklore or poetics helps teaching to attached with cultural reality. Meyer (1996:33) <sup>[7]</sup> argues that the genre theory guides teachers in the genre mastery which requires them to become socialized culturally into the community and its values, and she asserts that "the criteria for mastery of a genre are community-determined (Meyer, 1996:33) <sup>[7]</sup>". This theory proposes, then, that English instructors cannot hope to teach students the specific skills which involve English genres until they are required to have knowledge types of genres and all contents. English teachers' strategies will enable them more easily to enter and thus determine the expectations. Meyer further adds that "Certain genre theorists propose that to give students strategies involves leading them through the processes of acquiring a genre in an authentic social community such as exists in content courses, and this article attempts to show that theme-based pedagogy may be failing to do this in several regards (1996:33)".

Teaching types of genres in academic writing has an influential power to make living of the English class. Some recent instructions to teaching second-language writing have recognized the importance of helping students to be aware of genre. There are obvious applications in the teaching of English for Specific Purposes, and the writings of Swales (1990), which concentrated particularly on the genre of the academic paper, had been especially influential in the field of English for Academic Purposes.

Genre considerations have implications for all L2 learners who need or want to write in the target language, not just college students studying abroad who need to write academic essays, or people needing to master a specific and perhaps fairly limited workplace genre. Insofar as any given piece of writing is a communicative act, generic considerations will be important in creating it. Naturally, the writer's level of knowledge of the language code (syntax, word formation, etc.) also determines the success of the text, and indeed the extent to which awareness of genre can be translated into effective writing.

Caudery remarks:

*Broadly speaking, genre research aims to group texts according to types, and to identify and describe features which texts of a particular genre have in common. The definition of the term genre varies somewhat between different writers, but most follow Swales (1990 in Caudery 1998) <sup>[3]</sup> in relating the concept of genre to communicative events or acts. In such approaches, genres are defined not in terms of their language, but by features which could be described as external to the text itself. These include areas such as text purpose, writer/reader relationships, and the medium of communication (e.g. newspaper article, letter, e-mail message). These external characteristics naturally have implications for what I will call internal features of the text, including areas such as syntax, lexical choice, organization, layout, etc. The result is that texts within a given genre are likely to share certain of these internal features, though it is also possible for texts within the same genre to differ very considerably in terms of their language and structure.*

In writing there is a need to frame the composition based on genres. Meyer (1996:35) <sup>[7]</sup> characterized "Genre is produced, shaped, and transformed in response to what a writer is trying

to express, and the purpose of that expression is embedded in the communicative activities of a discipline". In general, genres are composed of utterances, which are an act of social communion requiring not only individual speakers and their subject matter, but also their partners in communication, their audience. Hence a second major tenet of current thinking is that genre is socially rather than individually constructed. Such a view of genre profoundly affects how it is difficult to determine whether interpretations made by teachers are based on what they know, or what they believe, or what they believe they know, giving rise to the lack of precision in terminology. A research on ELT Deakin University elaborates that teachers' willingness so vital in syllabus preparations. This report says:

*Teachers' attitudes and perceptions are associated with the length of time that teachers have been using the syllabus documents. Teachers who have been using the syllabus documents longer tend to have more positive attitudes and perceptions. However, this effect may be confounded with in-service: Teachers who have been using the syllabus documents for longer periods of time are also more likely to have received some form of in-service on the syllabus documents. Teachers' attitudes and perceptions of the quality and effectiveness are associated with their English language abilities. Teachers with better English language abilities have more positive attitudes of the quality and effectiveness of the documents, and, more crucially, less difficulty with understanding the documents (Deakin University, 2006) <sup>[4]</sup>*

## Conclusion

The practices of ELT with genres would guide students in the communication skills which require them to become socialized culturally into the community and its social values. Genres Based Instruction facilitates the specific communicative skills which involve English genres that used in a social interaction are required to have knowledge types of genres and all accepted behaviors. Language learners need communication skills and behavior in class rooms and society. The communication is likely to be more effective with genres than those of linguistic features associated with individual English structures. This is a way of facilitating the students; techniques of learning how to implement patterns of genres in social interaction. This strategy leads to learners to experience language behavior in speaking and writing as well as building the characters. Genre Based Instruction is developed for learning based on some deeper understanding of genre use in social interaction and communication behavior.

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