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**ENGLISH TEACHERS' MISCONCEPTION ABOUT THE APPLICATION OF GENRE  
BASED APPROACH IN THE TEACHING OF ENGLISH WITHIN THE K-13  
CURRICULUM OF INDONESIA**

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**Abstract**

Teacher is key variable of in the conception of teaching. His comprehensive knowledge and skills, governs the ways of the teaching implementation. Teachers' misconception of what to teach and of approach to apply can be a determinant factor for the failure of the teaching and this is true to the teaching of English. The K-13 curriculum, requires the English teachers to teach English by taking genre as unitizing of lesson topics and as the base approach. In line with the teaching conception, the English teachers' misconception is also regarded as determinant factor of failure in teaching English. To find out if the teaching of English based genre is implemented properly can be done by researching the English teachers' misconception. Sixt English teachers' classroom interaction were observed and took the transcript of the interaction as data. The data were analysed by applying the data analysis model proposed by Bogdan and Biddle. The results shows that there is a misconception among the English teachers about the nature of genre and the nature of genre based approach. This misconception is applied to implement the teaching of English and the misconception is reflected in the KD3 and KD4 formulation and in the activities organization which is very far away from the concept of the genre and the approach. Teaching English with genre based approach is not yet implemented properly and the improper implementation is caused by the misconception among the English teachers.

*Keywords: misconception, genre, approach, teaching English*

### Introduction

Teaching English to junior and senior high school students in Indonesia is arranged and guided in details in the K-13 Curriculum. The guidance ranges from the general goal statement up to the students' achievement measurement and evaluation. In the K-13 curriculum, scientific approach is proposed as the main approach to be applied in teaching any subjects including the teaching of English. This approach is characterized by five activities, namely (1) observing, (2) Questioning, (3) associating, (4) experimenting, and (5) networking or communicating. With this approach, the students are expected to be cognitively active learners of English. This approach set the guidance for how the teaching activity designed and implemented. In addition to this approach, the K-13 curriculum also requires the teaching of English should be based on genre based. The term *genre* refers to the genre of English text is approach refers to which include narration, recount, arguments, procedural texts, etc. Each of these genre types has its own generic structure, social function and linguistic features or lexico-grammar. This genre can also be regarded as a unit of communicative function with a certain social function, like to *narrate*, *describe*, *argue*, etc. In the K-13 curriculum the genre based is set as the guidance to the teaching materials of English. Every topic in the English lesson is organized within English text genre meaning that the organization of the lesson topic is conducted within certain communicative event of a certain social function. The use of the two approaches: scientific approach as the teaching activities guidance and genre based approach for English teaching materials, the teaching of English in the K-13 curriculum is meant to be communicative approach in nature and therefore the goal of teaching English to junior and senior English students is that to enable the students to use English as means of communication in every communicative event.

In the curriculum, the lesson plan should be designed into three main parts: introductory, main, and concluding parts. The introductory part consists of three sub-parts, they are: motivating activity, elaboration of competences to achieve, and objective description. In the motivating activity, the teachers are supposed to motivate the

students to learn the topic seriously. The teachers can conduct the motivating activity by telling the students the importance of mastering the topic by showing its use in real life communication. It can also be done by activating the students prior knowledge of the topic. Such prior knowledge can be derived from the previously related lesson or from other source. Its purpose is to make the topic easier for the students to learn. In the elaboration of the competence, the teacher must formulate two types of competences, namely *Kompetensi Dasar* or basic competence, known as KD3. In this type of competence, the teachers should formulate the knowledge related to the topic which is believed to be able to facilitate language skill development. The second type of competence is KD4. In this competence, the teacher should elaborate the language skills related to the topic that should be mastered by the students. The two competence types are interrelated. The KD3 functions as the base for the skills development (KD4). The second part of the lesson plan, called as main activity, requires the teachers to apply scientific approach. This approach requires the teacher to design activity in series of: (1) observing, (2) Questioning, (3) associating, (4) experimenting, and (5) networking or communicating (Kementerian Pendidikan dan Kebudayaan, 2014).

The implementation of these constructs (*scientific approach, genre based approach, KD3 and KD4*) and the use of other components of lesson plan, like teaching media, teaching materials, task, and assessment in classroom interaction (real classroom teaching) requires the English teachers to have both good knowledge of them and good skills of putting the constructs into practice. Those are not easy constructs to understand, neither they are to implement. The complicatedness of these constructs and the writer's experiences in supervising the English teachers to be certificated in teacher teaching training develops eagerness to find out their misconception. Since the problem is related to the curriculum, the term *misconception* will be investigated from the teaching implementation perspective, although the misconception itself is closely related to the *concept* not *practice* (not practice or implementation). Classroom teaching is considered as process variable in the

conception of teaching proposed by Gage (2009) and it is one the four variables of teaching. Teacher's knowledge is considered as presage variable and the knowledge is put into practice or implemented in the process variable (real classroom teaching). What will be implemented in the process variable is, of course, what the teacher understands of the constructs and other components of the lesson plan of K-13. This is the reason why the *misconception* is investigated by taking the data from classroom teaching.

### **Scientific Approach in Teaching English**

Scientific approach is supposed to be applied in teaching science to students. This approach requires the teaching to be implemented in the following activities: (1) observing, (2) Questioning, (3) associating, (4) experimenting, and (5) networking or communicating. The object of the observation can be animal, insects, plants, etc. Based on the observations, the learners raise questions and based on the questions they make and association to their prior knowledge or to the information obtained from references. Based on these activities, they develop an experiment to get the answer to the gap between what is being observed and the questions they raise. The results of the experiments are supposed to be communicated or shared or disseminate to his classmates. With this approach, the learner is expected to initiate the curiosity, find what to observe, find the related information, do the investigation and communicate the results. The learners are trained to be like a scientist. They are not just expected to study the science actively. Scientific approach is not merely student active learning (Peterson, 2012). In general, this is how scientific approach is applied in the teaching of science. Teaching language is, of course, different from teaching science because science is not exactly the same as language. The nature of science is not the same as the nature of language. K-13 curriculum requires the teacher of English to use scientific approach to teach English. Since the nature of language is not the same as the nature of science, of course, the use of the scientific approach in the teaching of English needs to be adapted. How to implement the approach depends on the creativity of the teacher

in identifying, choosing and implementing the aspects of the approach which suit the objective of teaching English. In the activity of *observation*, for example, the teacher should creatively think what to observe, and what questions are expected to be raised by the learners. Every aspects of the scientific activities: (1) observing, (2) Questioning, (3) associating, (4) experimenting, and (5) networking or communicating need to be modified and change without losing the nature of the scientific approach, namely the active cognitive engagement.

### **Genre Based Approach in the Teaching of English**

Genre, according to Knap (2005) can be perceived as a social process of arrangement of constant form and grammatical code. The social process can be classified into the process of describing, explaining, instructing, arguing and narrating. Since it can be perceived as the process, the learners of English can apply the process to produce certain text of certain genre as well as to comprehend the text of certain genre. The grouping of the social process is characterized with a text with certain generic structure, social function, and lexico-grammar. Descriptive text, for example, has a generic structure, social function and lexico-grammar which is different from the generic structure, social function and lexico grammar of narration. As genre based approach, the genre as described by Knapp (2005) is implemented in the groupings of topics of lesson which is organized and order in the curriculum beginning from narrative, descriptive, argumentative texts. These are some of the lesson topics. Every text has its generic structure, social function and lexico-grammar. Once a topic of descriptive text, for example, is chosen as the topic of a lesson, then it will be the determiner of what types of text to assign to students to read or to write, what lexico-grammar (linguistic features) to teach and what social function for the students to perform. With this approach, what teaching materials to be taught is governed by the generic structure chosen. The purpose of teaching English to the students, according to the K-13 curriculum, is to enable the students to use or produce language either spokenly or

writtenly and to comprehend both spoken and written texts of various genre. The teachers' knowledge of the genre should be used to facilitate the students ability to comprehend a written or spoken text of certain genre. Within the concept of this approach, the knowledge of generic structure of descriptive text, for example, should be used to facilitate reading comprehension of a student who reads a descriptive text (Oakhill, 2015). This can be conducted by raising questions related to every components of the generic structure of descriptive text. Raising question like, *how does the turtle look like?* may facilitate the students understanding of the turtule's appearance described in the descriptive text. While asking the students question of *how many paddles does the turtle have?* facilitates the students' understanding of attributes of the turtle as described in the descriptive text. Teaching reading comprehension of a text of various genre requires the students to raise question based on the variety of the generic structure the texts have. Teaching reading comprehension of a text with genre based approach is not the same as teaching reading comprehension of an essay.

### **KD3 and KD4 and Genre Based approach in Teaching English**

KD stands for *Kompetensi Dasar* or *Basic Competence* while number "3" refers to *knowledge* and number "4" refers to *skills*. The K-3 curriculum believe that skills are built upon knowledge. In order to master the reading skills, a students should have the knowledge of reading itself. KD is formulated within the goal of teaching English. In other words, in order to achieve the goal of teaching English a group of some KD's should be achieved. KD is the building block of a goal. A goal can only be achieved if a series of related KD's are achieved. KD is a smaller objective in a goal. In the genre based approach, the topic of a lesson can be one of the text genre types, like descriptive text. The basic competence of both KD3 and KD4 for this topic for the learners to achieve are formulated as the building block of the bigger goal of teaching descriptive text of both producing and comprehending the text. To achieve these competences (KD3 and KD4), scientific approach which is adapted to the nature of the topic is applied. Providing a text of descriptive text for the students to read assigning

them to answer some questions raised based on (1) the social function of the text, like *What does the writer of the text do?*, (2) on the appearances of the object described in the text, like *How does the object look like?*, (3) on the attributes of the object described in the text, like *How many ... does the object have?*, (4) on the classification of the object described in the text, like (5) *What is described in the text*. These questions direct the students observation through comprehending the descriptive text to the fact that the text has generic structure, that the generic structure consisting of different parts, like *classification, attributes, appearances, etc.*, which is different from the generic structure of a text with different genre, like narration. With such activities, the lexico-grammar commonly used in descriptive text is exposed to the learners. The exposure is expected to trigger the learners' observation on the commonly used sentence structure type in descriptive text as well as the commonly used words, and phrases. Knowledge and skills developed through the comprehension of the written text are the foundation for producing written and spoken text of descriptive text. This elaboration shows the interrelation among the genre based approach, scientific approach, and the formulation of both KD's. In the implementation of the K-13 curriculum in teaching English, the teachers should master the interrelation and should have the skills to put the interrelation into practice of teaching English. .

### **Method**

Qualitative research of descriptive design was applied in conducting this study. Classroom interaction conducted by English teachers of both junior and senior high schools were observed – the researcher was passive participant- and the observation was recorded. With this technique of data collection applied to six teachers of English, transcripts of classroom interaction and field-notes found during the interaction was taken as the data of this study. To analyse the data, data analysis proposed by Bogdan and Biklen (1992) was used.



## Findings

Based on the data analysis, the English teachers implemented the K-13 curriculum in a misleading ways at various levels of text genre. At the level of KD formulation as the basic competence for the students to achieved was misled. Most of the English teachers formulated the KD 3 as: *setelah mempelajari teks ini (text descriptive), siswa mampu mengidentifikasi social function, struktur teks dan lexico grammar tex.* (After the students have learned the descriptive text, they will be able to identify the social function of the text, the generic structure of the text, and lexico-grammar of the text). KD3 for the lexicogrammar, the basic competence was formulated as in: *siswa mampu mengidentifikasi bentuk bentuk kalimat yang digunakan dalam teks* (the students are able to identify the forms of sentences used in the text), and as in: *siswa mampu mengidentifikasi jenis kata yang digunakan di dalam teks* (the students are able to identify words used in a text), While for KD4, the basic competence was formulated as in: *siswa mampu membentuk kalimat yang sesuai dengan genre teks* (the students are able to form sentences commonly used in a genre text). At the level of the implementation of genre based approach, the English teachers conducted misleading activities, as in:

- T : [ distributed a text to students and the genre of the text is analytical text, a kind of exposition genre], *I give you time to read and discuss it. Please!*
- Ss : [read the text]
- T : [after 5 minutes] *Have you finished? The title is....*
- Ss : *Traffic accident*
- T : *What is the genre of this text?*
- Ss : [silent]
- T : *expo...*
- Ss : *expositions*
- T : *Okay... you know the exposition. Analytical or hortatory?*
- Ss : *Analitical*
- T : *Analytical exposition, good. A text to persuade reader that something is the case. Can you see the generic structure or text organization?*
- Ss : *yes sir*
- T : *What is the first?*
- Ss : *Thesis*



- T : *Thesis... ya, the next one?*  
 Ss : *arguments*  
 T : *the last one?*  
 Ss : *Reiteration*  
 T : *so please. Baca dulu thesisnya* (first read the thesis).

These data show the implementation of genre based approach and based on the data analysis on the two levels, namely: level of KD formulation and implementation of genre approach it was concluded that this implementation was resulted from the misconception of both *genre* and *genre based approach*. These evidences lead to the finding that teacher behaviours in teaching English based on text genre is affected by the accurateness of their perception or understanding of both genre and the genre approach. Misconception of both of the constructs will lead to misleading implementation.

### Discussion

The study showed that there was misconception of *genre* and *genre based approach* among the English teachers. These misconceptions are reflected in the teachers' teaching behaviour as observed in the classroom interaction and in the formulation of both KD3 and KD4. This implies that English teachers' conception of both *genre* and *genre based approach* is a determiner factor of the implementation of the two constructs. The misconception of the English teachers is obviously seen when the implementation in this study is compared to Oakhill (2015) elaboration. Oakhill (2015) said that the knowledge of *genre*, which include knowledge of social function, generic structure and lexico-grammar should be implemented to facilitate the students ability to comprehend a written or spoken text and to produce written and spoken text of certain genre. The purpose of knowing the concept of genre and genre based is to enable the teacher to apply the knowledge to develop the students ability to use language communicatively in various genre of communication. It should not be conducted by telling the students the generic structure of a text, like what is found in the classroom

interaction excerpt. With the elaboration provided by Oakhill (2015), obvious misconceptions among the English teachers about the concept of genre and genre based approached. The finding of this study also support the teaching conception proposed by Gage (2009). In this theory, teaching is conceived as four variables, in which teachers' knowledge belongs to presage variable and this variable determines the process variable, which can also be labelled as real classroom teaching or classroom interaction, meaning that how well the classroom interaction takes place depends on how well the teachers perceive the knowledge. Knowledge a genre and knowledge of genre based approach can be regarded as presage variable and the implementation of the two constructs as the process variable. It is obvious that misconception of genre and genre based approach their implementation. The finding of this study at the level of KD3 and KD4 formulation is also in support of the theory proposed by Richard (1986). In his theory, Richard (1986) said that language teaching procedure, which is also recognized as teaching technique, is the realization or implementation of philosophical assumption on the nature of language and the nature of language learning. The teaching of aspect of language, like reading, speaking, writing, and listening according to this theory is dependent on the nature of the aspect of language, like the nature of reading, listening, speaking and writing. Misunderstanding of the nature of what to teach will mislead the teaching of the skills. Teaching is conducted by firstly formulating the objective of the teaching and the formulation of its objective is determined by the English teachers' understanding about the nature of what to teach, like the nature of reading, etc. This theory clearly shed a light into formulation of KD3 and KD4 as found in this study. Misconception of the nature of genre is the main causing factor.

### Conclusion

The finding that misconception about the nature of genre and genre based approach is reflected in the implementation of the genre and genre based approach themselves leads to the conclusion that success implementation of a concept and approach is started from the success of correct perception of what to implement. The second conclusion is that the failure of teaching English to enable the students to use the language as a means of communication in various genre text can be fixed by starting to fix the perception of the teacher about what to teach and about the approach by which to teach.

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