
THE INTEGRATION OF GENRE BASED APPROACH INTO SCIENTIFIC APPROACH IN *WHEN ENGLISH RINGS A BELL* TO TEACH RECOUNT TEXT

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ABSTRACT

This study analyzed the integration of Genre-based Approach into the Scientific Approach elements as they are represented in a textbook entitled *When English Rings a Bell* published by the Ministry of Education and Culture, Indonesia. This study used descriptive qualitative method to analyze the integration of two approaches in the textbook. The result showed that there were four sections of integrations. The first was the integration of BkoF into Observing and Questioning in Scientific Approach. The second was the integration of Modeling of Text (MoT) into Observing, Questioning, and Collecting Information. The third was the integration of Joint Construction of Text (JCoT) into Collecting Information and Associating. The last is the integration of Individual Construction of Text (ICoT) into Communicating. Based on those findings, Genre Based Approach was represented in Scientific Approach; all of the principles consisted in Genre-based Approach were accommodated in Scientific Approach.

Keywords: *Genre-Based Approach; Integration; Scientific Approach; Textbooks*

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INTRODUCTION

There is an urgent need to investigate this matter because of the confusion in implementing the new curriculum launched by Ministry of Education and Culture in 2013. It is Curriculum 2013 that replaced School Based Curriculum (KSTP) as the previous curriculum. The changing of curriculum leads the changing of the approach used in it. In Curriculum 2013, the government tries to impose Scientific Approach to all subject matters included teaching and learning English. On the other

hand, Suharyadi (2014: 1349) in his essays entitled Exploring "Scientific Approach" in English Language teaching stated that this approach is not clear yet and probably it causes some controversies for language English teachers. Whether the Scientific Approach is appropriate for teaching a foreign language, teachers should be aware in implementing Scientific Approach in teaching English to reach the goal of teaching and learning English in the classroom. It means that teachers should be aware in developing activities and preparing materials in the classroom. Dealing with

using materials in classroom, the Ministry of Education and Culture provides teacher's book as guidance for English teacher in implementing the new curriculum in the classroom. The book entitled *When English Rings the Bell*. This book implements the elements of Scientific Approach in presenting the materials. It guides the teachers starting from observing, questioning, associating, experimenting, and networking.

The term "Scientific Approach" (abbreviated SA) commenced to be popular when the Ministry of Education and Culture launched a new curriculum (Curriculum 2013) for elementary and high schools to replace the previous curriculum. SA is believed to be able to develop students' affection, skills, and knowledge. SA is also considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking. In fact, Scientific Approach has been very much used in science, research, and management, but not English language teaching.

GBA is derived from Systemic Functional Linguistics from Halliday (1985) and based on Socio-cultural theory of Lev Vygotsky (1978) as the language learning theory. The main goal of Genre-based Approach is to make student communicate in spoken and written text. They have to know the communicative purpose of each text. In GBA, teachers give the full support in the first cycle and it will decrease till they can do independently. It is stated in Vygotsky's Zone of Proximal Development

that the student reach the upper limit of ZPD if they are assisted by the better others. The curriculum cycle starts with the Building Knowledge of Field (BKoF), Learning about Text type, guided practice in using the text type, independent use of text type, reflecting on the text type and its use.

METHODOLOGY

This study uses qualitative approach. In this approach researchers seek data in natural settings through observation, interviews, verbal reports, diaries and discourse analysis and its focus was understanding the process of what was going on in a setting (Crocker, 2009: 5). In similar vein, Bricky (2007: 2) pointed out that qualitative research was characterized by its aims, which related to understanding some aspects of social life, and its methods which (in general) generated words, rather than numbers, as data for analysis. However, the statistical data such as the frequency of occurrence of certain lexical items in the text was also useful in qualitative research and it was used to support the interpretation of the qualitative data.

To find out the ways in which Genre-based Approach was integrated into Scientific Approach, there were some units of analysis. The data analysis was carried out in three major stages: Scientific Approach elements in recount text materials, Genre Based Approach in recount text materials and the last the ways of SA integrated with GBA. First was analyzing the Scientific Approach in recount text materials. Second is analyzing the learning cycles in Genre-based Approach based on Joyce and Feez (1998). After collecting the data, it will be analyzed using descriptive qualitative approach. It is analyzed to know

the way Scientific Approach integrated with Genre Based Approach in the textbook.

RESULTS AND DISCUSSION

The existence of GBA in this textbook especially the Building Knowledge of Field found in some of Observing and Questioning elements except the revealing of social purposes of the text. The revealing of social purposes of the text type is covered in the cover of the chapter. Some of activities in Building Knowledge of Field found are using related images and brainstorming vocabulary from images. Those activities found in OQ.1, OQ.2, OQ.4 and OQ.5. The images used in those activities to be observed by the students and helped them to build the knowledge before they come to the core material that is recount text. Another activity found as Building Knowledge of Field in this textbook is establishing tenor by representing graphically status relationship between listener/reader and speaker/writer in term of power in Observing and Questioning 3 (OQ.3). Activity in OQ.3 represents the establishing tenor by playing roles of Lina and Edo. By acting as Lina and Edo, the students are expected to understand how the tenor of Lina and Edo used. They are friends so the tenor established is close and there is no power.

The Integration of MoT into Observing and Questioning

In observing and questioning 6, the students are asked to read aloud of recount text from Udinand Edo. Some of the students read it in front of the class and after that, every students should read it in each group to get feedback from their friends.

From the explanation above, I found that the students are asked to read aloud recount texts from Udin and Edo with the difference experiences. The writer of the book tries to model the text without giving information about the text first I think because the students don't know about the genre used in Udin and Edo's text. They are just asked to read the texts aloud in front of the class.

Udin and Edo's texts are in written form. So there's a shift from spoken text to the written text in this observing and questioning part.

The Integration of MoT into Collecting Information

The second teaching/learning cycle in Genre-based Approach, Modeling of Text found in the textbook. The modeling of text happened in text label and expression-level activities. The text level by sorting, sequencing, matching and labeling activities found in most of Collecting Information stages. Those are CI.1, CI.2 and CI.3. In CI.1, CI.2 and CI.3 the students focus on sequencing and labeling activities in the recount text. Furthermore, the expression-level activities by oral-aural presentation, spelling and reading aloud of the texts are found in OQ.6 and CI.1.

The Integration of Joint Construction into Associating

The next cycle is Joint Construction of Text (JCoT). JCoT existed in this approach. In some activities, the teacher gradually reduces the contribution to the text construction. Those are found in the last part of Collecting Information and some of the Associating part. Those are CI.4, AS.5 and AS.2, the teacher reduces his/her

contribution by making them in a group and as a consequence, students move closer to being able to control the text independently. In JCoT, there must be constructing or completing the text in group. Those are also found in the last part of Collecting Information and some of the Associating part. Those are CI.4, AS.1 and AS.2. In the group they make editing a draft in groups. This activity is found in AS.1 and AS.2.

The Integration of ICoT into Communicating

Some of evidences of the existence of the Independent Construction of Text found in most of Communicating element of Scientific Approach. First, the use knowledge of purposes, text structure, language and text features and appropriate strategy, the learner engage with or creates a text in specified context as authentic as possible. It is found in most of Communicating elements. Those are CO.1, CO.2 and CO.3. Second, learner consult with teachers and peers throughout the process. Drafts are edited, reworked and proof read. It is found in CO.2 and CO.3. Third, learner, peers, and teacher critically evaluate the texts and suggest. Those are CO.1, CO.2 and CO.3. Forth, the students work independently with the text. It is found in CO.2 and CO.3.

From those evidences, there are also some GBA elements that are not existed in this textbook. Those are representing graphically distance between listener/reader and speaker/writer in terms of time and space that should be existed in the BKoF, presenting and practicing activities relating to the grammatical features of the text that should be in MoT, role playing of the text in group, role play with class observing,

listening to a text together and act on it that should be in JCoT.

The Integration of BKoF into Observing and Questioning

There is the integration of observing and questioning for the first task and the second task with BKoF. In this observing and questioning stages, teachers suggest to present the context through pictures. The students are asked to match the pictures with the statement. In teaching and learning cycle used in genre-based approach, presenting context is a part of Building Knowledge of Field. Joyce and Feez (1998:29) offers some activities that can help teacher in building context such as presenting the context through pictures, audio-visual material, realia, excursion, field-trip, guest speaker etc.

Another point is that the statement of ‘If you have any problem, go to me’ in this observing and questioning indicates the role of the teacher in the learning process. The teacher intervenes where necessarily in learning process to support students as they build knowledge and skill which have been explicitly negotiated. Based on Vygotsky’s concept of development about language learning, if a teacher supports students, he or she moves through the zone of proximal development to their potential level of performance, real learning and progress possible. It means that the teacher support is urgently needed by the students to expand their potential. In this building knowledge of field, teachers support them and then gradually reduce their support in the next stages. Form the presenting context through picture and teacher’s support in this observing and questioning task; I can

accomplish the integration between these stages with BKoF.

There is indicator that indicates the integration of observing and questioning in the 3rd task with BKoF. In this stage, the students are assigned to play the roles of the speakers in the pictures. It indicates the exploring of register in BKoF. In exploring of register, Joyce and Feez (1998: 29) state that teacher can involve building knowledge of the topic of the model text is used, understanding the roles and relationships of people using the text and how these are established and maintained and understanding the channel of communication being used.

Playing roles is the good idea to engage the students with the context. In playing the roles, the students are expected to understand the roles and relationship of people using the text.

The Integration of MoT into Observing and Questioning

In observing and questioning (6), a model of text appears from Udin and Edo's recount text. This appearance of text is a start modeling the text. In this modeling of the text, students are assigned to read aloud the text. Modeling activities are undertaken both the whole text, clause, and expression levels.

In text-level activities, students have presentation activities, sort, matching and labeling activities. In clause-level activities, students present the grammatical features of the. In Expression-level activities, students can have oral-aural, practice pronouncing, decoding, spelling or typing text (Joyce and Feez, 1998:30).

Joyce and Feez categorize reading aloud in expression level of activities. Some activities in expression level are oral-aural,

pronunciation, decoding, spelling, hand-writing or typing practice as needed for the use of text-type. From this activity, there is integration between observing and questioning (6) and modeling of text.

In doing reading aloud activity, there will be some students read it in front of the class and after that every student should read it in each group to get feedback from their friends. If they have any problem, they can ask their teacher to help them. It shows that each learner has two level of development. Those are a level of independent performance and a 'level of potential development'. Reading aloud the text belongs to student's level of independent performance and reading aloud in his/her group to get feedback from other students belongs to 'level of potential performance'. In level of potential performance, students are possible to move through zone of proximal development to their potential level of performance by getting feedback from their friends. It is made possible through social interaction and joint construction with 'more capable others' (Gray 1987:30). From this activity, I can say that learning language in a social activity because there is an engagement among students and also between teacher and student in modeling the text.

The Integration of MoT into Collecting Information

In collecting information (1), a model of text appears from Udin and Edo's recount text. This appearance of text is a start modeling the text. In this modeling of the text, students are assigned to read aloud the text. Modeling activities are undertaken both the whole text, clause, and expression levels. In text-level activities, students have

presentation activities, sort, matching and labeling activities. In clause-level activities, students present the grammatical features of the. In Expression-level activities, students can have oral-aural, practice pronouncing, decoding, spelling or typing text (Joyce and Feez, 1998:30).

In this stage students also make analysis the text. They make careful analysis on the experience consist of events. Based on Joyce and Feez (1998:29), making analysis on the structural pattern and language features of the text belongs to modeling of the text stage.

The Integration of JCoT into Collecting Information

In collecting information (4), there are model of texts from Beni's and Dayu's experience. The students focus on identifying and writing events in the recount text in a group. Joyce and Feez (1998:30) name activity as small group construction of text and it belongs to Joint Construction of Text. In identifying and writing events, they can go to their teacher if they need teacher's help. It shows that each learner has two level of development. Those are a level of independent performance and a 'level of potential development'. Writing the text belongs to student's level of independent performance and writing in a group to get feedback from other students belongs to 'level of potential performance'. In level of potential performance, students are possible to move through zone of proximal development to their potential level of performance by getting feedback from their friends. It is made possible through social interaction and joint construction with 'more capable others' (Gray 1987:30). From this activity, I can say that learning language in a

social activity because there is an engagement among students and also between teacher and student in Joint Construction of Text.

The Integration of JCoT into Associating

In Associating (1), the students focused on rearranging Lina's experience when she got a scar on her face. Firstly, they had to arrange the sentences into a good paragraph. Next, they had to arrange the paragraphs into a good text. They did it in groups. The teacher provided support to his/her students. In this part, the teacher gradually reduced the contribution to text construction, as the students moved closer in order to be able to control the text-type independently. At this stage, the students were supported by the teacher and other s to construct a text based on the right schematic structure, i.e. the linguistic features they learned from MoT and also knowledge of the field in BKoF. They were able to construct it in groups or in pairs. When in groups or pairs, they were encouraged to talk to each other about what they would write and how they wrote it. From the activity in Assoaciting (1), it could be concluded that there was an integration between associating stage and Joint Construction of Text.

The Integration of ICoT into Communicating

In this stage, the students were supported by the teacher and other students to construct a text based on the right schematic structure, i.e. linguistic features they learned from MoT and also knowledge of the field in BKoF. They were able to construct it in groups or in pairs. When in groups or pairs, they were encouraged to talk to each other about what they would write and how they

would write it. Dewerianka and Jones (2012:53) stated that that was called collaborative of production. They tried to collaborate with their friends or peers and, at the same time, the teacher gradually reduced the contribution to text-construction, as the students moved closer in order to be able to control the text-type independently (Joyce and Feez, 1998:30).

Based on the findings, I concluded that there is integration of Genre-based Approach into Scientific Approach represented in the textbook "*When English Rings a Bell*" published by the Ministry of Education and Culture to teach recount text. Those are four sections integration of Genre Based Approach into Scientific Approach in this textbook. The integration can be displayed as a diagram below.

CONCLUSION

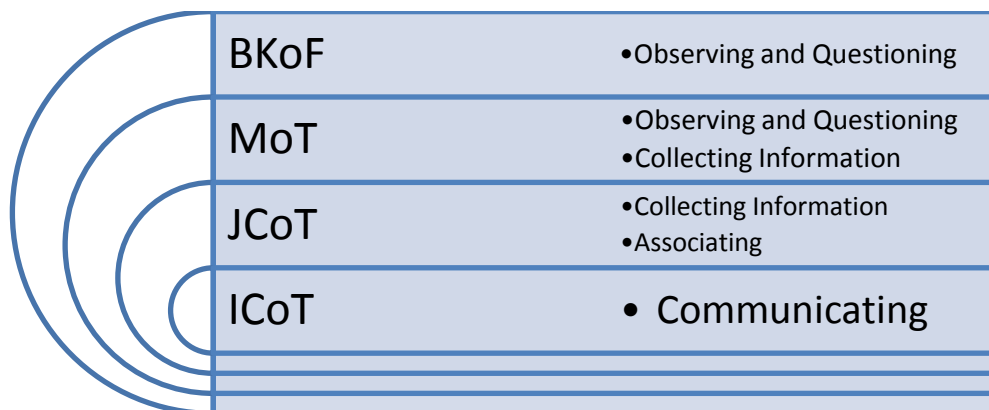


Figure 1. The Integration of Genre-based Approach into Scientific Approach

The first is the integration of BKoF into Scientific Approach. That is the integration of BKoF into Observing and Questioning. The second is the integrations of Modeling of Text (MoT) into Scientific Approach. Those are the integration of Modeling of Text into Observing and Questioning & Collecting Information. The third is the integrations of Joint Construction of Text

(JCoT) into Scientific Approach. Those are the integration of Joint Construction of Text into Collecting Information & Associating. The last is the integration of Individual Construction of Text (ICoT) into Scientific Approach. That is the integration of Individual Construction of Text into Communicating..

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