

STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

Chapter Two

Literature Review

This chapter discusses the literature review of the research. On the literature review, the researcher writes some theoretical descriptions like the descriptions of teacher, student-teachers', genre based approach and perception. After the theoretical description there will be related research review and ended by the conceptual framework.

Teacher

In general, teacher is a human that share their knowledge to others. Every human being that shared their knowledge is a teacher. But if we take it more tightly about teacher as definition, certain people will say that teacher is someone who teaches at school or course institution.

Furthermore, Harmer (2001) stated that teacher is a complex metaphor. In some cases some teachers stated that they are like an orchestral conductor because they direct conversation and set the pace and tone. Some teacher also argued that they are an actor because they are always on the stage. Some other teachers also said that they are like gardeners because they like to plant the seeds and then watch them grow. Bousted (2011) argues that teacher is an individual who is responsible to their pupils because they have knowledge through the assessment and forming the relationship with pupils, families, communities and others professionals.

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Based on the explanation above, teachers have a really important role in the student improvement. Teacher is like a driver who can bring the student travel everywhere. The good or bad of the student also become the responsibility of the teacher.

In 2008, a union of professional teacher in American Federation stated that teachers are among the most memorable people in their lives. Likewise, some students make a big impression on their teacher; it is gratifying for a teacher to watch a student develop and achieve academically and eventually professionally. Therefore, teacher also directly responsible for educating future generation (White, 2000).

On Cambridge International Dictionary it defined teacher as “to give (someone) knowledge or to instruct or to train (someone).” In the other hand, Longman Dictionary suggests that teacher means “show somebody to do something or to changes somebody’s ideas.”

Here we can define teacher as someone who give their knowledge and can suggest good thing to the student. Teacher is a someone who can instruct and guide student to reach their goal. Whatever teachers feel like, it may motivate them to do on their profession.

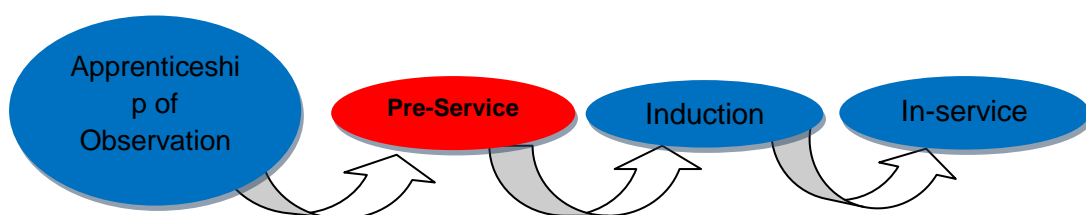
Becoming a teacher is easy but not easy matter. Teacher need to be professional like other profession. Because now to be a good teacher and teacher that can teach well, teacher need so many preparation and teacher training. The educational system always push teacher to tune-in with the recent environment. Teacher need to be creative and innovative. So they can be teacher that every

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student need. Teacher also needs to be more professional. Craft (1996) stated that faced with rapid change, demands for high standards and calls for improving quality, teacher have a need, as never before, to update and improve their skills through professional development. That is why now the government of Indonesia created an obligation that if someone wants to be teacher they need to take the teachers professional education (Pendidikan Profesi Guru).

Like a blank paper becoming a colorful art, teachers need to train from zero to hero. Ginsburg (2011) make a chart about the phase of teacher professional development. He arranges the phase starting from apprenticeship of observation, pre-service teacher, induction and in-service teacher. However, the researcher will focus on the pre-service teacher related to the topic of the research.

Figure 1: Teachers Professional Development Phase



Based on the explanation above, teacher always need to improve their teaching skills to follow the recent era. They need to be creative and innovative. Meanwhile, teaching professional development itself is a frame for teacher to make them ready facing the real life of teacher.

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Student-teachers'

In this research, researcher will use the term student-teachers' to mean pre-service teachers because both of the terms have same meaning. The term of student teacher actually happen for candidate of teacher who still study in the college. They trained to be teacher while they are enrolling study in bachelor degree (Diaz-Maggioli, 2004).

According to Meyer (2004), a student teacher, pupil-teacher (historical) or student teacher is a college, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. The term is also often used interchangeably with "Pre-Service Teacher". It is a much broader term to include those students that are studying the required coursework in pedagogy, as well as their specialty, but have not entered the supervised teaching portion of their training.

In many institutions "Pre-Service Teacher" is the official and preferred title for all education students. Pupil teacher also used to refer to a senior pupil who acted as a teacher of younger children, which in the 19th and early 20th centuries was a common step on the road to becoming a professional teacher for intelligent boys and girls - often from a less affluent background who were unable to attend Teacher's College for even a short period (Craft, 1996).

In conclusion, student teacher is a student of college or graduated students who study about education and they are a candidate of teacher. They learn teaching training, material training, pedagogical, professional and social training.

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All of the trainings that they do is to complete their preparation to be professional teachers.

Genre based approach

According to the researcher's experience, in the teaching world, there are many approaches and techniques for teaching. One of the them is genre based approach. This approach has some characteristics that can help teacher who use it. The main characteristic of the genre based approach is this approach serve the guidelines of teaching for the user. When somebody use this approach they will be easy in planning and deciding the learning activity.

Definition of genre based approach. Genre-based approach is an approach that is usually used by language teacher. Elashri (2013) informed that the genre approach is concerned with providing students with explicit knowledge about language. The methodology applied within the genre approach is based on work of the Russian psychologist Vygotsky and the American educational psychologist Bruner. Vygotsky proposed that each learner has two levels of development: a level of independent performance, and a level of potential performance. The gap between these two levels is called "the zone of proximal development" (ZPD).

Genre-based approach is the belief that, in order to mater the written genres, students need direct instruction; genre form should therefore be explicitly taught through the analytic study of models, the learning of genre elements and their sequencing and the collaborative then solo production of exemplars (Martin, 1992).

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Badger and White (2000) stated that in the genre-based approach the knowledge of the language is intimately attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer.

In conclusion, genre based approach was made to provide students with explicit knowledge about language. With the sequence element of the approach that can help student in learning and understanding the material. Genre based approach also more focus on the viewpoint of the reader than on that the writer.

The learning cycle of genre based approach. Burns (2001) proposed a wheel model of a teaching learning cycle in genre approach which has three phases: modeling, joint negotiation of text by the learners and teacher, and the independent construction of text by learners. Modeling is the time when the target genre that students should construct is introduced to the students. At this stage, discussion focuses on the educational and social function of the genre, and discussion focuses on the text structure and language. Join negotiation of text refers to the stage when learners carry out exercises which manipulate relevant language form. It fosters a negotiating process between the teacher and the students. It involves reading, research, and disseminating information and the text of genre is dependent on those activities. The independent construction of text is a final phase; in which learners produce actual text through activities such as choosing a topic, researching, and writing.

Time by time teaching and learning always change. Elashri 2013, found that some researchers established the Literacy and Educational Research Network project (LERN), which contributed to creating an instructional approach that

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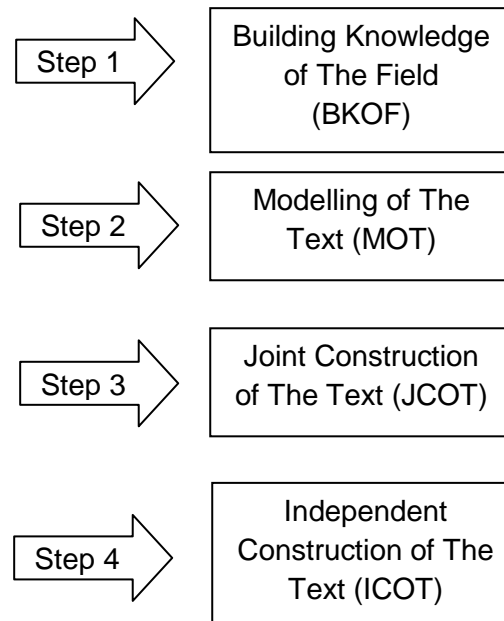
would help students master various school genres such as reports, procedures, expositions, and explanation. They amended the teaching learning cycle previously described as having three phases; namely modeling, joint negotiation of text and independent construction of text by adding one more stage called “building knowledge of the field”. This stage aims at building up the student’s knowledge of key features of the social circumstances and connecting it with the content of genre.

Kay and Dudley-Evans (1998) argued that the genre approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

In the other hand, Hammond et al, (as cited in Agustien, 2004) presented the learning cycles of genre based approach consist of building knowledge of the field (BKOF), Modelling of the text (MOT), Join construction of the text (JCOT) and Independent construction of the text (ICOT).

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Figure 2: The learning cycles of the Genre Based Approach



Perception

Etymologically, perception is borrowed from an old French *perceptiōn*, and directly from latin *perceptiōnem* which has a meaning as an act of perceiving (Barnhart, 1994). On Longman Advance American Dictionary, perception is defined as the way you understand or think of something and your beliefs about what it is like. Furthermore, from the two definitions above, we can call perception as a natural ability to understand or notice things that are not easy to notice and also the way you notice things with your sense.

Verbeek (as cited in Yusuf, 2008), stated that perception can be defined as a function of human that can know the real world physically. Another thing that we can know from perception is an ability of human or someone in defining something. Walgito (as cited in Yusuf, 2008) defined perception as a process that

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is preceded by the sensing process, a process receives a stimulus by the individual through the senses or it could be called a sensory process.

Kreiter and Kinicky (as cited in Kusumastuti, 2013) stated that perception is a mental cognitive process that makes people interpret and understand their surroundings. Then, Vygotsky (as cited in Kusumastuti, 2013) adds perception as a dynamic system of behavior which is always changing.

Perception is a thought by human being. It can be an idea that expressed to be a perception. Sometimes, perception comes when people asked to give their opinion about something. Then they will give their idea and that is perception. Furthermore, we can state that perception as ability of someone to perceive something. The way to perceives can be an opinion or idea that confirmed based on sense of beliefs of an individual.

Related research review

Sidaway (2006) write a research entitled *the genre approach to teach writing teenagers and adult*. He found that genre based approach is very useful in the classroom. At the beginning, he defined genre based approach as a something that is for most people is associated with the world fiction writing and categories such as thriller, science fiction or gothic. However the students need to produce when they need to function in English. In this research, he got the point that genre based approach with the learning cycle inside can be useful for teaching writing. In the last of his words, he also wants to convince people that genre based

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approach can provide useful framework for the teaching of writing to non-native speakers.

In the other hand, (Kim, 2015) in her research entitled *genre-based approach to teaching writing*, found that there are some benefits and problems of the application of genre based approach in teaching writing. First, on the positive side, generally student appreciates the models or example showing specifically what they have to do. Studying a genre also provides them with an understanding of why a communication is the way it is through a reflection of its social context and its purpose. In this context, the genre approach is very beneficial because it brings together formal and functional properties of language in writing instruction and it acknowledges that there are strong associations between them.

Although genre approaches beneficial in helping student to produce written work with confidence, there are two concerns about genre approach that we need to see. The genre approach not only places too much emphasis on convention and genre features but also is less helpful for students in discovering the text true messages due to the targeted aspect of the specified genre. As example, if teacher spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive.

However, according to Bakhtin (as cited in Kim, 2015), genres always evolve through incorporating a rich variety of voices, styles, discourse, features and point of view. The genre approach allows student to be exposed to the plurality of a genre, which implies that students still have chances to develop their creativity in the genre approach.

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For instance, Roseberry (1998) did the experimental study in the University of Brunei Darussalam for academic classes using short tourist information in English. They divided participants into two groups; a group which used the genre approach and the group which did not employ genre based approach in the same writing task.

As the result, the group which used the genre based approach did better than the non-genre group. The data showed that knowledge of the typical structure of the content made it easier for learners to arrange their ideas in terms of both achieving their communicative goals and producing more well organized writing. This research proved that the genre based approach increased the learners understanding of both rhetorical structure and the linguistic feature.

From the two researches above, we can see the complete stories of genre based approach. Mostly genre based approach used by teacher to teach writing, because the content of the material is in the form of text. However, the text itself is not always in the form of written text. The text is also can be in any form like announcement, advertisements, or other form. That is why many teachers used genre based approach not only for teaching writing. By providing the learning cycles the genre approach become very useful in teaching. Genre based approach also brings together formal and functional properties of language in writing instruction and it acknowledges that there are strong association between them. Although there are still some problems in applying genre based approach, but the benefits is still dominating it. Teachers do not need to be about the creativity of the student, with genre based approach, students are exposed to the plurality of a

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genre, which implies that students still have chances to develop their creativity in the genre approach. In the final of the application of genre based approach, students are encouraged to break the style of existing genre and let it evolve. In the other words, students are free to create any text using their creativity.

Conceptual framework

The term of teacher is simple but little bit complex. Teacher is someone who teaches at school but traditionally everybody can be a teacher as long as they share their knowledge to the other. But in educational environment teacher means someone who have an ability to teach at formal and informal education.

In the other hand, if someone wants to be a teacher they need to follow all the phase in the teacher professional development. Teacher professional development is an activity design to contribute to the learning of teachers. In the teacher professional development we can find two kinds of teacher, pre-service and in service teacher. Pre-service teacher is teachers who enroll their study in college and in-service teacher is teachers who just become a teacher.

In this research, the term used is student teacher. We explore the perception about one of the approach in language teaching called genre based approach. According to Verbeek (as cited in Yusuf, 2008), stated that perception can be defined as a function of human that can know the real world physically. Another thing that we can know from perception is an ability of human or someone in defining something. In the other hand, perception is thought of human being when they believe in something and they produce it become an idea or opinion.

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Moreover, genre-based approach is an approach that can improve teacher and learner ability. This method facilitate teacher with the four learning cycle. These are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT) and Independent Construction of Text (ICOT). The good thing of learning cycle of Genre based approach is can make teacher easy to plan what they are going to teach in the class. In this research researcher try to explore the student teacher perception towards the application of genre based approach.

In the end of the research, the researcher hopes that student teacher can produce their perception about genre based approach. Then, the result of the research will answer the problem of this research. Hence, this research might guide us in choosing best teaching method in the future. The researcher describes the framework in this following chart:

Figure 3: Conceptual framework

