

THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING DISCUSSION TEXT

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ABSTRACT

The purposes of this study were to analyze the english teacher's implementation of Genre Based Approach in teaching discussion text and to find out the difference between the students' writing before and after implementation of Genre Based Approach. The study was a descriptive qualitative research design with characteristics of case study which focus on holistic description and explanation. This research was conducted in Fourth Semester Students of Muhammadiyah University of Mataram in academic year 2012/2013. The research was employed two data collection procedures particularly classroom observation and documentation of students text which was analyzed by using functional grammar. The results of this study shows that teacher applied Genre Based Approach in teaching discussion text based on teaching and learning cycles such as Building Knowledge Of Field, Modelling Of Text, and Independent Construction Of Text. This study also reveals that students can arrange discussion text regarding to schematic structure and language feature especially transitivity system. This study recommends that the Genre Based Approach should be implemented in teaching writing and The students in tertiary level should understand and mastery on schematic structure and language feature of text types regarding to functional grammar.

Keywords : *genre based approach, discussion text, functional grammar, transitivity system, and teaching and learning cycles*

INTRODUCTION

Genre Based Approach has become the main alternative to writing instruction (Emalia; 2005, Rahman, 2011). Today, Genre Based Approach has been adopted in Indonesian Curriculum (Djuharie; 2007, Emilia; 2008, Mulyasa; 2009, Pardiyo; 2010). It brings the teachers should know well about Genre Based Approach in order that can use Genre Based Approach in teaching English for Academic Purpose. The implementation of Genre Based Approach is an important study to observe it in teaching discussion text, that efforts can do to understand and identify difficulty in instruction process.

However, Coe (2002 cited in Hyejeong Ahn: 2012) argues that the implementation of a Genre Based Approach as a principle writing pedagogy is dangerous because it has the potential prescriptive and restrictive formulas of, 'how to do' lists. In addition, the English teacher also can use Teaching and Learning Cycles (Feez; 1998 cited in Emilia; 2005, Hyland; 2007, Lee; 2012) to teach Genre Based Approach.

Whatever, the studies regarding the implementation of writing instruction of Genre Based Approach in an EFL context was conducted by Emilia (2005) in Indonesia, Foo

(2006) in Malaysia, Mali-Jali (2007), Yosefa (2009) in Indonesia, Jauhara (2010) in Indonesia. They focus on the way of improving the writing skill on EFL context. The research aims to investigate the implementation of Genre Based Approach in writing instruction. Based on their research finding, the teaching program used a systematic functional grammar on Genre Based Approach to enhance students' performance of academic writing skill. They propose that Genre Based Approach seems to fit well in the EFL context.

Meanwhile, The study has been revealed by Emilia (2009) that English teachers in Indonesia have problems with teaching academic writing based on text genre. There are some problems in discussion text instruction. First, teachers find some difficulties in the process of teaching and learning based on the theory of Genre Based Approach. Second, students have some difficulties in explaining the schematic structure and language features of discussion text. Whereas, another study also show that teachers often experience problems in Genre Based Approach implemented, especially in writing discussion text. Those studies were done with teachers' performance in implementation of Genre Based Approach have discovered the

teachers' problems in teaching discussion text.

The study of Genre Based Approach in teaching of discussion text has been conducted by Scott (1989). He explains that discussion genre in teaching factual writing which serves the schematic structure, linguistic feature, and teaching and learning cycles in teaching discussion text. It becomes guide for teachers in classroom discussion text. The studies on Genre Based Approach has been developed later by Knapp and Watkins (2005) who suggested that students have a thorough field knowledge in which they working may then be best treated through the discussion genre (Knapp and Watkins, 2005:199).

Another study of the effects of the process-genre approach in a Malaysian secondary school was conducted by Foo in 2007. The conclusion shows that the students who received process-genre oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product centred instruction. In addition, the study was conducted by Ilham in 2010 who used the scaffolding system under Genre Based Approach. The finding instructs the scaffolding under genre based approach that are easier to reach the goals of teaching and learning process, to ease them achieve the learning goals, to facilitate the learning process, to help students better understand the material provided and to enhance the students' capacity in teaching hortatory exposition writing under Genre Based Approach.

Moreover, the study of a comparative genre analysis of English argumentative essays written by English major and non-English major students in an EFL context was conducted by Qian in 2010. It aims to investigate and compare the current rhetorical patterns of argumentative essays produced by English and non-English major students. Findings showed that there were no significant differences in terms of move-step structure between the essays written by these two groups of students.

Furthermore, the study of metadiscourse and genre learning in English Argumentative Writing by Chinese Undergraduates was conducted by Lu in 2011. It aims to explore how using and learning to use metadiscourse non-propositional linguistic features guiding readers through texts and facilitating writer-

reader communication—facilitates Chinese EFL undergraduates' learning of the genre of English argumentative writing in the pedagogical context of composition classrooms in China. It adopted a qualitative design and a multimethod approach involving text analysis, individual interviews, classroom observation, and focus groups to explore both student and teacher perspectives on student metadiscourse selections and their practices of learning and teaching metadiscourse in the lessons of English argumentative writing. So the finding are the effective use of metadiscourse markers reflects and simultaneously requires learners' mastery of multi-dimensions of genre knowledge, including formal knowledge of generic conventions, process knowledge of task management skills and readers' information processing of metadiscourse and its co-texts, and rhetorical knowledge of writers' needs, readers' expectations, and cultural and epistemological values of the genre.

However, study of discussion text was conducted by Niandari and Jefri (2012) that discussion text is a text which presents a problematic discourse or issue, and the aim is to presents information or opinion about is more than one sides argument for/ pros and argument againts/constras. Moreover, they are formulated a problem in writing discussion text namely lack of idea. As Richard and Renandya (2002; 303 cited in Niandari and Jefri, 2012) states that the difficulty of writing is not only in generating and composing the ideas, but also in presenting the ideas into text. In addition, Emilia (2005) states that analysis the text on Genre Based Approach is used Systemic Functional Grammar for improving written capacity.

From the previous studies that have been mentioned, there are a few research include the implementation of Genre Based Approach in teaching discussion text. The lecturers' performance shows their ability and problems in writing instruction. Therefore, teaching and learning process are insightfull, investigating students' responses in teaching discussion text will provide an additional dimension to this work and should explain clearly as part of the implementation of Genre Based Approach. In addition, there is need to increase research of knowledge in order to find out an complete picture of implementation of Genre Based Approach in teaching discussion text.

Based on the phenomenon above, the writer is interested in finding out the

implementation of Genre Based Approach in teaching discussion text. In this research the writer will observe the teacher as long as doing teaching in order to know how the teacher implement Genre Based Approach in the classroom. The research method is used a descriptive qualitative research which it just uses the word to examine the theories that have been published by the other researchers.

Based on the background of study that has been explained above. This particular writing hopefully could give the answers of the following research questions consisting of:

1. How does the teacher apply the Genre Based Approach in teaching discussion text?

LITERATURE REVIEW

Genre Based Approach

This section will discuss into three part namely definition, basic principles, and teaching and learning cycles under Genre Based Approach.

Definition of Genre Based Approach

Genre is a category of artistic, musical, or literary composition characterized by a particular style, form, or content (Merriam Webster; 2003, Longman; 2007, Cambridge; 2008). On the other hand, genre is rhetorical actions that we draw on to respond to perceived repeated situation; we recognize certain patterns of language/meaning choices as representing effective ways of getting thing done in familiar context by Hyland (2002:116).

Furthermore, Genre Based Approach is conducted in teaching writing (Hyland; 2002, Matsuo and Bevan; 2002, Knapp and Watkin; 2005, Emilia; 2005, Chaisiri; 2012 and among others) in order to teach writing based on the Rhetorical Structures of Text. According to Mike (2009:x) explains that every text is organized within a specific genre according to its communicative purposes, as part of the conditions of discourse production, which generate social uses that determine any and every text.

Genre Based Approach has become popularly approach that is used in teaching and learning process during the implementation of School Based Curriculum (Djuharie; 2007, Emilia et al; 2008). For supporting of that, many literaries have been written by expert, as developing the theories of Genre Based Approach in teaching and learning process that makes the teacher more creatively to do instruction in the

classroom. In addition, every teacher should know well the Genre Based Approach as supporting which is focused on genre and production.

Moreover, Gerot and Wignell (1994 cited in Istianah; 2011) explain that genre is the text types that can be defined as a culturally specific text which result from using language both in written and spoken to help accomplished something.

On the other hand, Derewianka (2003) claims that Genre Based Approach is focused on text, purpose, meaning and choice, language in context, and culture and ideology. The practice of genre depends on the nature of the student group (EFL/ESL, beginner/proficient, tertiary/secondary/primary) and the emphasis placed on particular pedagogy aspect.

Despite the fact that instructional approach is prescribed for teaching in the classroom, Genre Based Approach is proved to be having a profound impact in the literacy education. This approach has also proved to be relevant and functional, as it has been used in teaching English For Academic Purpose classes and played a big role in improving the students' performance as genre awareness was heightened.

In essence, genre theory is a theory of language use, the genre theory underlies so called Genre Based Approach. Genre Based Approach is an approach that the goal of genre pedagogies is guide student, "toward a conscious understanding of target genres and the way language creates meaning in context" (Hyland :2003). Then this study tries to investigate the implementation of Genre Based Approach in teaching discussion text to know the fluency of teacher in teaching process using Genre Based Approach.

Basic Principles of Genre Based Approach

In this section, It will discuss the basic principles of Genre Based Approach. In addition, The basic principles of the approach are useful to helps the students to write more effective genre, meaning that the genre is more successful to achieve its purpose (Cope and Kalantzis; 1993, Feez and Joyce; 1998 cited in Emilia; 2005, Feez; 2002, Hyland; 2007). There are some basic principles of Genre based Approach consisting of a social activity, explicit teaching and learning under teacher's guidance (Ilham, 2010; 21).

The first principle of Genre Based Approach is a social activity. This principle derives from Halliday's theory that learning is

a social process, and knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, or classmates, that are defined in the value systems and ideology of the culture (Halliday, 1985: 5 cited in Emilia; 2010). Moreover, This concept of learning is parallel to Vygotsky's view that learning is a social activity, that "Learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in cooperation with peers"(Vygotsky, 1978: 90 cited in Emilia; 2010). In addition, Cope and Kalantzis (1993;36) states that it is concern on a view of individual as social agent to produce social interaction.

The second principle is learning requires explicit teaching. Teachers are suggested to be explicit in relation to what is being studied, why it is being studied, and what will be expected from the students at the end of the course (Gibbons, 2002,52-60 cited in Yosefa 2009: 12). This is relevant to Nunan's argument (1999; 283-286 cited in Jauhara, 2010;) that teachers are suggested to be explicit about what learners are supposed to do and why..."so that they can help students to understand what they need to do in order to produce acceptable texts of various kinds.

Another principle of the Genre-based approach is that the students learn language under the guidance of the teacher in apprenticeship (Cope and Kalantzis, 1993; Hyland, 2007), with the students as an apprentice and the teacher in the authoritative role of expert on language system and function (Feez, 2002; Macken-Horarik, 2002). Scaffolding, which is temporary, but essential for the successful construction of the building that is a kind of help that assists learners to move new genre, so that the students will later be able to write a discussion genre individually. Genre Based Approach should be implemented in the stage of building knowledge of the field and the stage of modeling of the text (Feez, 2002). Then, this kind of temporary assistances is weakened in the stage of joint construction and finally taken away when the students write the similar genre individually (Gibbons, 2002 cited in Jauhara; 2010). It refers to the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or

in collaboration with more capable peers (Vygotsky, 1978 cited in Yosefa, 2009; 12).

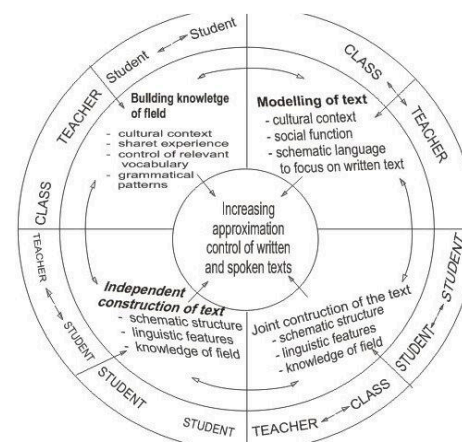
In relation to the teaching of genre, such as Martin and Rothery (1993) and Macken-Horarik (2002) states that grammar instruction must be a fundamental part of an effective Genre-based approach to reading and writing. Through the learning of grammar, students will know how language makes meaning (Martin and Rothery, 1993 cited in Emilia; 2009). With respect to this, functional grammar is a kind of grammars which can be used to understand the way in which meaning is constructed into a genre. In this study, the functional grammar constitutes a tool for students' texts analysis.

Teaching and Learning Cycles under Genre Based Approach

In this section, teaching based on Genre Based Approach moves through certain stages known as teaching and learning cycles. Teaching and learning cycles are an important aspect to draw students' attention to recognize and analyze the schematic structure and linguistic feature of a genre (Scott; 1989, Emilia; 2005, Lee; 2012). Teachers are suggested to take account of the cycles and to implement it appropriately.

There are several models of teaching and learning cycles in Genre Based Approach. Rothery (1996 cited in Emilia 2005:132) mentions that four phases of teaching and learning cycles consisting of (a) *building knowledge of field or negotiating of field, modelling and deconstructing of text, joint construction of text, and independent construction of text.*

Figure 1. Teaching and Learning Cycles (Rothery 1996 cited in Emilia 2005:133)



1) **Building knowledge (Negotiating) of field**

This stage, as the indication is done to build up the students' basic knowledge on the issue discussed (Feez; 2002, Derewianka; 2003). Teacher is suggested to encourage students to read and explore relevant material to the genre discussed, viewing pictures or audio visual material and taking part in role play (Fees; 2002, Hyland; 2007). In addition, Hyland (2007:131) suggests that is Lecturer engages students in simulations, role plays, case studies and the others activities that focus on aspects of the target culture.

Moreover, teacher also needs to highlight the expression and vocabularies used in the text (Feez, 2002). With this respect, Emilia (2009) classifies linguistic feature to describe the particular areas in genre to make the students easier in recognizing the salient language used in genre discussed. If necessary, teacher may translate it into the students' first language to nurture students' understandings that their language pattern is different from the pattern of English (Firkins; 2007, Emilia; 2008, Pardiyo; 2010). Next, it would be better for introducing more than one relevant literature to build up students' understanding of the genre taught (Feez; 2002, Derewianka;2003, Emilia; 2005).

Then, the students become more awareness of the salient linguistic feature of the genre discussed (Scott, 1989, Djuharie; 2007, Emilia; 2009). In this section, teacher shows them as many relevant text should be presented to build the students knowledge of the genre discussed (Feez; 2002, Hyland; 2007). As Firkins (2007 cited in Yosefa; 2009) reports that he does some redundant activities during building knowledge of field. Further, he adds that the activities will not move to the next stage when the students seem still confused with linguistic feature used in the topic discussed. On the other way, Emilia (2005:136) suggested that is the arguments for and against the contest articulated by the students, based on their reading, were black boarded. The students were also asked about supported, reasons and evidence given by the writer to each argument, to promote its soundness and accuracy.

2) **Modelling and deconstructing of the text**

This stage is designed to familiarize the students with the genre discussed. In this study, a sample of discussion text was deconstructed by teacher. Before modelling the discussion text, teacher may ask the students to read the text (Pardiyo, 2010). Then, teacher may ask the students what the text is about to explore the social function and unfold text through each step to explore the schematic structure of the text (Derewianka, 2003; Knapp and Watkins; 2005, Emilia; 2005). As long as exploring the social function and the schematic structure, the discussion is moved into the salient linguistic features of a genre. In addition, the use of relational process and the use of the punctuation should be taught explicitly. In relation to this, teacher is suggested to give meaningful drills related to the linguistic features (Scott; 1989, Emilia; 2005, 2009).

3) **Joint constructing of the text**

In this stage, teacher is suggested to do "Joint Construction" where the students will exercise to write a discussion text based on the text was discussed as long as modelling of the text. This activity can be jointly constructed by the whole class, by a small group, or by teacher and students during conferencing (Feez; 2002, Hyland; 2007). It is important to conduct the stage of joint construction, especially, when the students still need additional scaffolding and supporting before moving on into the next stage (Fees; 2002, Christie; 2008, Emilia; 2005).

This stage can be ignored if the students have not had clear understanding on the genre taught. In Indonesian context, the stage of joint construction is quite problematic (see Emilia, 2005, 2008) since only few students give contribution during this stage. So, Emilia has suggested that teacher in Indonesian context may directly move on into the stage of independent construction.

4) **Independent constructing of the text**

In this stage, the students are suggested to write their own text individually (Scott; 1989, Knapp and watkins; 2005, Emilia; 2005). There are

several activities suggested by the experts during this stage. First, teacher, even the scaffolding should be taken in this stage (Feez, 2002), still need to guide the students, especially the students with low achievement to select the topic dealing with the genre taught (Derewianka; 2003, Knapp and Watkins; 2005). Second, teacher is also suggested to nurture students' understanding of writing that is a recursive process, meaning that the students need to revise continually from pre writing until post writing (Swales and Peak; 2001, Bailey; 2011).

In relation to this, teacher should conduct the stage of independent construction more than one meeting so the students can revise and edit their draft repeatedly (Firkins, 2007). In this case, the peers and lecturer play major role (Feez; 2002, Hyland; 2007). In relation to this, teacher under discussion can empower the students categorized as high achiever to assist their friend categorized as low achiever (Emilia; 2005, Hyland; 2007). Concerning the stage of independent construction, as Thwaite (2007) argues, teacher need to provide a framework related to the genre taught to control the students' ideas especially the students with low achievement.

Concept of Discussion Text

In the concept of discussion text, that will be divided into three part consisting of definition, schematic structure and linguistic feature of discussion text.

a. Definition of Discussion Text

A discussion is argumentative genre that requires the writer to adopt a position and for it by debating two or more sides of an issue before reaching a conclusion (Christie and Derewieanka, 2008:133 cited in Emilia 2009:22). On the other hand, Djuharie (2007:35) in bahasa Indonesia, claims that discussion text is shown two arguments based on the topic. Actually, discussion text serves two or more different perspectives in arguments or problem.

Lastly, a discussion is a more sophisticated argument as it involves the consideration of an issue from a number of perspectives. Discussions of early writers, however, are generally confined to statements for and against (Knapp and Watkins 2005:195).

b. Schematic Structure of Discussion Text

Schematic is showing the main form and features of something, usually in the form of a drawing, which helps people to understand it (Longman; 2007, Cambridge; 2008). Whereas structure is the way in which the parts of a system or object are arranged or organized, or a system arranged in this way (Longman; 2007, Cambridge; 2008). So Schematic Structure is to show the way to organize and arrange a main form and feature of something in order easily to understand it.

Moreover, Scott (1989:9) explained that a discussion text has the schematic structure of discussin text namely issue, arguments for and arguments against (pros and cons), statements and differing point of view, and recommendation. On the other word, Emilia (2009:22-23) said that it consists of:

1. **An Issue stage**, which introduces the issue and summarises the debate; presents what the discussion is about (Feez and Joyce, 1998b; Macken-Horarik, 2002; Gibbons, 2002; Unsworth, 2000). This stage gives information about the issue and how it is to be framed (Macken-Horarik, 2002, p. 23). Moreover, this stage, which is also called the opening statement, needs to give a statement about the issue and signal to the audience that two sides of the case will be presented (Anderson & Anderson, 1997, p. 124). This stage, Anderson & Anderson (1997, p. 120) state, can include a question and the view of the author can be expressed, which is called discussions thesis)
2. **Arguments for one side; Arguments for the other side:** This stage canvasses points of view on the issue (similarities and differences, advantages or disadvantages (Macken-Horarik, 2002, p. 23). This stage, according to Anderson & Anderson (1997, p. 120) may have paragraphs on the for side, followed by paragraphs on the against side, and within the paragraphs there should be evidence to support the point of view. We can have more or less paragraphs in this stage, and the number will depend on how many arguments we want to include. The number of arguments for and against should be the same.

3. **Recommendation or Judgment** which is presented as the most logical conclusion. It also recommends a final position on the issue (Macken-Horarik, 2002).

In conclusion, Schematic structure of discussion text is going to be investigated the implementation of Genre Based Approach in order to know how the students' capacity in writing discussion text.

c. Linguistic Features of Discussion Text

There are some linguistic features of discussion text (Scott; 1989, Djuharie; 2007, Emilia; 2009) consisting of:

1. Focus on generic human and non-human participant. e.g. Newspaper, advertisement etc
2. Use of simple present tense. e.g. promote, compete, save etc
3. Use of logical conjunctive relations. e.g. on the other hand, also, while, why etc
4. Use of material, relational and mental processes (types of verbal).

In conclusion, linguistic feature of discussion text is going to be investigated in students' text for knowing the students' capacity in writing ability especially discussion text.

Related Studies

The research on implementation of Genre Based Approach in discussion text has been conducted by several researcher below. First, the study of the effects of the process-genre approach to writing instruction on the expository essays of ESL students in a Malaysian secondary school was conducted by Foo in 2007. It aims to assess the effectiveness of a process-genre oriented writing instruction in helping students to develop the strategies that will help them to write better essays. The conclusion shows that the students who received process-genre oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product centred instruction.

Second, study was conducted by Ilham in 2010 who used the scaffolding system to instruct exposition under Genre Based Approach. the finding instructs the scaffolding under genre based approach that are easier to reach the goals of teaching and learning process, to ease them achieve the

learning goals, to facilitate the learning process, to help students better understand the material provided and to enhance the students' capacity in teaching hortatory exposition writing under Genre Based Approach.

Third, a related research entitled "A critical genre based approach to teaching academic writing in a tertiary EFL context in Indonesia" was also conducted by Emilia in 2005. Having implemented the approach in a state university of West Java, she concludes that the significant result of her study call for further implementation of the critical genre based approach within the Indonesian educational context. This conclusion shows that the implementation of genre based approach by using teaching and learning cycles is very importance to develop Indonesian teachers' academic writing.

Fourth, the study of a comparative genre analysis of english argumentative essays written by english major and non-english major students in an EFL context was conducted by Qian in 2010. It aims to to investigate and compare the current rhetorical patterns of argumentative essays produced by English and non-English major students. Findings showed that there were no significant differences in terms of move-step structure between the essays written by these two groups of students.

Finally, the study of metadiscourse and genre learning in English Argumentative Writing by Chinese Undergraduates was conducted by Lu in 2011. It aims to explore how using and learning to use metadiscourse non-propositional linguistic features guiding readers through texts and facilitating writer-reader communication—facilitates Chinese EFL undergraduates' learning of the genre of English argumentative writing in the pedagogical context of composition classrooms in China. It adopted a qualitative design and a multimethod approach involving text analysis, individual interviews, classroom observation, and focus groups to explore both student and teacher perspectives on student metadiscourse selections and their practices of learning and teaching metadiscourse in the lessons of English argumentative writing. So the finding are the effective use of metadiscourse markers reflects and simultaneously requires learners' mastery of multi-dimensions of genre knowledge, including formal knowledge of generic conventions, process knowledge of task management skills and readers' information processing of metadiscourse and its co-texts,

and rhetorical knowledge of writers' needs, readers' expectations, and cultural and epistemological values of the genre.

RESEARCH DESIGN

This study was adopted by a descriptive qualitative research design with characteristics of a case study which focuses on holistic description and explanation (Yin; 2003, Cassel and Symon; 2004). Moreover, The case study method allowed investigators to retain the holistic and meaningful characteristics of real event (Yin; 2003). It referred to find out the issue of the implementation of Genre Based Approach in teaching discussion text. The study was undertaken at students of semester fourth in the university of Muhammadiyah Mataram especially English department. Furthermore, the purposive sampling was employed here because the researcher used personal judgement to select a sample, based on prior information and it provided the data needed (Yin; 2003, Gerring; 2007). In this study, the researcher used two data collection procedures, including classroom observation. The analysis of classroom observation in this study was used a descriptive qualitative design. In addition, the analysis process was commenced by making verbatim transcription of classroom interactions (Ilham, 2010; 47) that should be read repeatedly to get accurate data. Moreover, the data transcribed were categorized for knowing the teacher's implemented of Genre Based Approach in teaching discussion text depending on teaching and learning cycles. However, Ilham (2010; 47) said that the researcher should be employed of coding activity by matching the data with the research question. It aimed to fracture the data and to rearrange them into categories for facilitating the comparison of data and between these categories (Maxwell, 1996; 78 cited in Ilham 2010; 47).

FINDING AND DISCUSSION

In this chapter, the researcher discusses about the research finding which were gathered from classroom observation.

Teaching and Learning Cycles

In this section, the writer is presented the finding of the first research question, "How teacher applies the Genre Based Approach in teaching discussion text". It is elaborated in term of types of teaching and learning cycles namely building knowledge, modelling, joint construction, and independent construction. The data collection procedure from classroom observation are discussed to

discover the implementation of Genre Based Approach in teaching discussion text in the term of teaching and learning cycles. However, the teacher implemented about Genre Based Approach in teaching discussion text was observed in teaching and learning process in the classroom.

Building Knowledge of Field

The first type of teaching and learning cycles found in the observation. It can be performed by teacher in classroom as long as doing instruction about discussion text. Generally, the data gained from observation on the implementation of Genre Based Approach using teaching and learning cycles in teaching discussion text by teacher. As indication is done to build up the students' basic knowledge on the issue discussed (Feez; 2002, Derewianka; 2003). It can be seen in teaching below.

T: Any body know, What is discussion text definition?

S: Discussion text is argumentative genre,.

T: Discussion text is argumentative genre, any others?

S: Discussion text is something for us to make some information to another in persuading to other ones to be done to talk over about something in group. Maybe, something is like that.

T: Very good, Any others? Ok, let us see the slide. Discussion text is argumentative genre that requires the writer to adopt a position and for it by debating two or more sides of an issue before reaching a conclusion. So, who ever follow a debate competition here? (Translation version)

In the script above, teacher is suggested to encourage students to read and explore relevant material to the genre discussed, viewing pictures or audio visual material and taking part in role play (Feez; 2002, Hyland; 2002). As teacher said "*let us see the slide*" and "*Module*" that *slide* can become a viewing pictures in order students easily understand about Genre Based Approach, and *Module* is to be relevant material about teaching Discussion text using Genre Based Approach.

Based on the observation, teacher also needs to highlight the expression and vocabularies in the text (Feez; 2002, Emilia; 2009), it can be seen in module, he served linguistic feature such as introductory/paragraph, to introduce another viewpoint, to sum up, to introduce recommendation, to write about cause and effect, to write about the significance of

something, to express judgment in writing and to write about the significance of a situation, element, event or state of affairs. Therefore, teacher may translate it into the students' first language to nurture students' understanding that their language pattern is different from the pattern of English (Firkins; 2007, Emilia; 2008, Pardiyono; 2010).

Based on explanation above, teacher has implemented the building knowledge of field in teaching discussion text based on the theories as explanation in chapter two. This building knowledge of field was followed by the Modelling of text stage below.

Modelling Constructing of Text

This section was designed to introduce and to build the students with the discussion text. In modeling constructing of text, teacher divided into two section consisting of modeling of schematic structure and linguistic feature of discussion text.

Moreover, teacher may ask the students to read what the text is about to explore the social function and unfold text through each step to explore the schematic structure of text (Derewianka; 2003, Knapp and Watkins; 2005, Emilia; 2005).

According to Emilia (2005:140-144) said that there are four stages of modelling construction of text consisting of:

- a. Familiarizing the students with the function and social context of the discussion text.

In this research, the researcher found teacher gave the students the function of discussion text in social context such as debating competition (Derewianka; 2003, Knapp and Watkins; 2005, Emilia; 2005, Pardiyono; 2010)

- b. Presenting the schematic structure of discussion text.

In this step, researcher found teacher explained and presented about the schematic structure of discussion text (Scott; 1989, Derewianka; 2003, Knapp and Watkins; 2005, Emilia 2005, 2009, Ilham; 2010, Jauhara; 2010). As teacher explanation below:

T :Do you know the schematic structure of discussion text? Ok, Raise hand, Please!

S :Schematic structure is telling the main form and picture of something.

T :Ok, any others? So, schematic structure of discussion text consists of issue, arguments for and against, and recommendation or judgments. Anybody know what is issue? Ok,

issue is something that will be discussed. For instance smoking, so its issue is smoking.

S :Oooooohhh... its topic. (translation version)

In the script above, teacher explained about the schematic structure which of discussion text consists of *an issue stage, arguments for one side, arguments for the other side, recommendation or judgment*. It is in line with, the theories of Macken-Horarik (2002; 23 cited in Emilia 2009; 22-23) said that there are some explanation of all stages of schematic structures consisting of *issue* is to introduce the issue and to summarise the debate and to present what the discussion is about, *argument* is to canvass points of view on the issue (similarities and differences, advantages or disadvantages), and *recommendation* is to present as the most logical conclusion.

Based on explanation above, the students understood about the schematic structure of discussion text. As students said when teacher asked about their understood. They said, "Yes, Understand".

- c. Presenting a model text of discussion text.

This section, teacher showed the students a model text of discussion text in order to understand about the schematic structure and linguistic feature of discussion text (Scott; 1989, Emilia; 2005, Knapp and Watkins; 2005, Hyland; 2007). Look conversation below.

T :Now, we continue in modelling of text (MoT). Here, we will identify the schematic structure and linguistic feature of discussion text. Look text in slide! Which is issue in this paragraph?

S :The issue is *should we have printed advertisement?*

T :Ok, It includes to statements of issue. Then, the second sentence is preview. What about the argument?

S :in second paragraph, it is arguments for and argument against in third paragraph that is marked by on the other hand.

T :in recommendation, we can use *in summary, in concluding etc.* (translation version).

In the figure above, teacher was taught to students about model of discussion text and told about elements of

discussion consisting of schematic structure and linguistic features. It is in line with the theories of Emilia (2009; 30) said that there are explanation of how to arrange the text beginning by issue through recommendation. The model of discussion text is shown by slide (Scott; 1989, Emilia; 2005) to guide the student understood and mastery discussion text based on Genre Based Approach.

Joint Construction of Text

In the section of JCOT, the teacher was ignored this stage because the students have not understood on the genre based taught. In Indonesian context, the stage of joint construction is quite problematic since only few students give contribution during this stage. As Emilia (2005, 2008) had suggested that teacher in Indonesian context may move on directly into the stage of independent construction of text.

CONCLUSION

Regarding to the first research problem, it is found that there are four types of teaching discussion text based on teaching and learning cycles. Teacher implemented the teaching and learning cycles such as Building Knowledge of Field, Modelling of Text, Independent Construction of Text. Although Joint Construction of Text can be ignored by teacher in Indonesian context directly into Independent construction of text depending on suggestion of Emilia (2005; 2008).

It is found that the provision of teaching and learning cycles was given in three steps namely building knowledge of field, modelling of text, and independent construction of text. Modelling of text became the biggest number of implementation Genre Based Approach in teaching discussion text. This activities supported by Scott (1989; 12) suggested that the instructional activities designed based on Genre Based Approach especially teaching and learning process in teaching writing.

The last first research problem revealed that teacher applied the Genre Based Approach in teaching discussion text. He mostly asserted that GBA is easier to reach the goal of lesson based on teaching and learning process, to facilitate the learning process, and to help students better understood the material provided and to enhance the students in writing based on text types especially discussion text.

On the basic of finding above, several conclusion can be proposed. First, teacher

did not actualize all steps of teaching and learning cycles. It can be said that the use of teaching and learning cycles on Genre Based Approach depend on the ability of teacher or school. Second, modelling of text is the biggest amount of teaching and learning cycles in the implementation of Genre Based Approach on teaching discussion text. Third, students understand and mastery on schematic structure and linguistic feature that is a crucial concepts to write English as Academic Purpose (EAP).

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