



Application of Genre Pedagogy in Text-Based Indonesian Learning

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Abstract. The pedagogy genre emerged because it was motivated by the development of linguistic theory, the development of the concept of communicative competence, and the development of learning psychology theory. Activities are influenced by individual abilities and social context. Language skills make learning to understand and produce. Understanding skills include (oral) and reading (written) as well as developing speaking (oral) and writing (written) skills. Proponents of genre pedagogy state that making use of it includes dialogue (spoken language) and monologue (written language). Monologue skills include listening, reading, and viewing (seeing) while enjoying dialogue which includes speaking, writing, and presenting (presenting). Application of genre pedagogy in text-based Indonesian language learning The orientation of Indonesian language learning in the application of PG can not be separated from the formulation of communicative competence. The orientation includes discursive competence as the main axis supported by competencies in the fields of: (1) sociolinguistics, (2) linguistics, (3) strategy, and (4) actional. The general pattern of PG-based language learning turns out to be growing and varied. In 1988, for example, Callaghan & Rothery (in Payaprom, 2012: 34) stated that there are three stages of learning in GBA, namely: (1) modeling, or modeling, (2) compiling the text together or negotiating together. Text, and (3) independent text preparation or text independent construction. Another expert, Dickinson (2012: 4) states that there are five stages of learning in GBA, namely: (1) context development or context building, (2) text modeling and deconstruction or text modeling and deconstruction, (3) textual arrangement of the text. Together or with text construction, (4) independent text preparation or text independent construction, and (5) linking with related texts or linking related texts.

Keywords: Genre Pedagogy · Teks · Indonesian Learning

1 Introduction

There are two problems discussed in this article, namely: (1) the background of the emergence of genre pedagogy and (2) the application of genre pedagogy in text-based Indonesian language learning (genre). The discussion of the first topic is related to the development of linguistic theory, the development of the concept of communicative competence, and the development of learning psychology theory. The discussion of the

second topic is related to learning orientation and the stages of implementing genre pedagogy in text-based Indonesian language learning.

2 Discussion

2.1 Pedagogical Background Genre

The emergence of genre pedagogy (hereinafter abbreviated as PG) is not caused by changes and scientific developments that are monodisciplinary but interdisciplinary. There are three scientific fields behind the PG, namely linguistic theory, communicative competence theory, and psychological theory, especially learning psychology. In addition, the emergence of PG is not revolutionary (to borrow Kuhn's term, 1996) or anomaly, but evolutionary: it has clear traces of paradigmatic change and is caused by a crisis related to language learning outcomes, especially English for Specific Purposes (ESP).

2.1.1 Development of Linguistic Theory

The linguistic theory behind PG is functional systemic linguistics (commonly abbreviated as LSF, taken from functional systemic linguistics, or FSL). LSF has historical links with transformational linguistics pioneered by Noam Chomsky. Chomsky views that language is an individual product that is possible because the individual has the potential, "Our brain has a mechanism which can create language by following the language principles and grammar" (Claro, 2010: 3). The individual's cognitive potential is supported by the possession of language acquisition devices (LAD).

LSF proponents view that the collection of individuals forms society, and society shapes and is shaped by culture. Language activity is indeed an individual activity but in the end it forms a uniformity as well as a diversity of patterns. The uniformity and diversity of patterns (which is finally called text) is caused by two main contexts, namely the social context and the cultural context. The social context according to Halliday (Christie, 2004:2) is related to: (1) the field of discourse, namely what is the topic of communication, (2) the tools of discourse (mode of discourse), namely what communication tools are used (oral vs. written), and (3) the style of discourse (style of discourse), namely how the relationship between the sender and receiver of the message is. The three terms are commonly simplified into field, mode, and tenor. The cultural context is related to the register (vocabulary commonly used according to the field, mode and tenor) which ultimately forms the genre.

Relevant to the information in Fig. 1, it is briefly concluded that genre pedagogy is motivated by the paradigm that language activity is not merely a demonstration of individual competence (transformational linguistics) but an individual competency performance according to the social context (LSF). The focus of language studies is not sentences and semantics (transformational linguistics) but text (LSF).

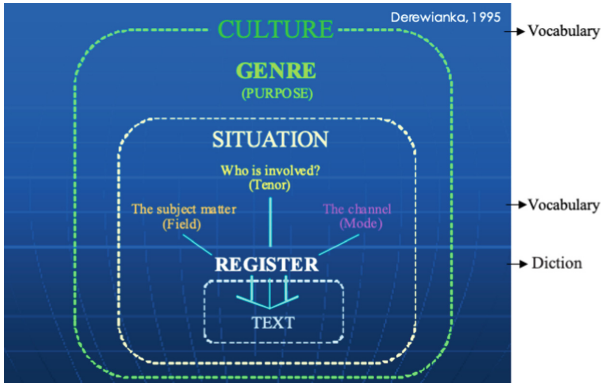


Fig. 1. Relationship between Text and Text and Culture Genres (Adapted from Derewianka, 1995)

2.1.2 Development of the Concept of Communicative Competence

Language learning pedagogy that developed before genre pedagogy is a communicative approach. For this reason, the description of the basic concept of communicative competence is rather long because it is related to the demands of communicative competence in the study of genre pedagogy.

Chomsky (1965) distinguishes language components into two parts, namely competence and performance. Chomsky distinguishes the concept of performance and competence in two versions, namely a strong and a weak version (weak sense and strong sense). What is meant by the weak version according to Chomsky is the view that there is a clear distinction between competence and language performance in a person. In other words, proponents of this concept believe that a person’s language competence does not affect his or her language performance, or vice versa.

On the other hand, in the strong version concept, it is believed that an individual’s language performance is influenced by his or her language competence. Chomsky and other language learning experts such as Hymes in 1971, and Howatt (in Richards & Rodgers, 1986: 66) stated that mastery of grammar or grammar is one of one’s language competencies. In addition, it is emphasized that a person’s language performance is fully supported by his linguistic competence. This opinion opens up opportunities for the inclusion of socio-cultural elements in linguistic studies, because language is not only seen as the ability of individual speakers, but is associated with whether or not it can be accepted by listeners or speech partners. Therefore, competence in the field of language is seen as a communicative competence (communicative competence).

Linguistic competence is believed to be related to the speaker’s knowledge of the structure of language as a system and is a potential ability. Through this potential ability, speakers can create utterances, usually in the form of new sentences that can be understood by the interlocutor, although for their interlocutor these sentences are also new sentences. Therefore, it can be said that linguistic competence is the driving force for creative language. So, the 1st communicative competence is grammatical or grammatical competence.

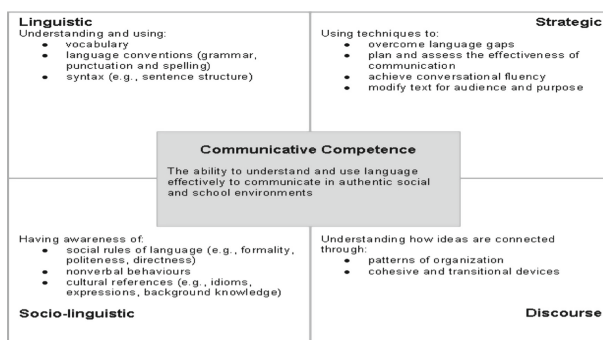


Fig. 2. The Concept of Communicative Competence according to the Communicative Approach (PK) advocate (Canale & Swain Model, 1980)

The concept of linguistic competence is increasingly being expanded by language learning experts. The concept initially put forward by Chomsky is still too general, then expanded and clarified. For example, the concept put forward by Cambell and Wales, Hymes, and Munby (in Omaggio, 1986: 7) that communicative competence includes (a) grammatical competence, (b) sociolinguistic competence, (c) discourse competence, and (d) competence strategy.

The four competencies are closely related. Grammatical competence includes a person's ability to master the rules, rules, or grammatical formulas. This ability includes understanding and mastery of rules from the phoneme and orthographic level, morphology, syntax, and semantics.

The second competency is sociolinguistic competence, which includes understanding and mastering aspects of language communication. It includes the ability to understand the speaker, the content of the communication, the means of delivering the message, the purpose of the communication, and who the communication partner or partner is. In other terms, sociolinguistic competence relates to a person's ability to understand aspects of the purpose of communication, the variety of language used in accordance with related communication aspects, diction or word choice, as well as other aspects related to social aspects and language aspects.

The third competence is discursive competence, which is closely related to the understanding and mastery of a language speaker on the physical and mental aspects of language. What is meant by the physical aspect of language is the aspect of speech (oral and written) from the level of sentences, paragraphs, to discourse.

The fourth competence is strategic competence, which includes individual specific strategies in language, from listening to writing. So, this strategic competence is personal or individual. Perhaps, two individuals have communicative competencies that are equivalent in competencies 1, 2, and 3. However, surely the 4th competency, namely strategic competence, will certainly not be the same because it is related to personality.

Advocates of genre pedagogy have a different view with advocates of a communicative approach. PG advocates believe that the center of communicative competence

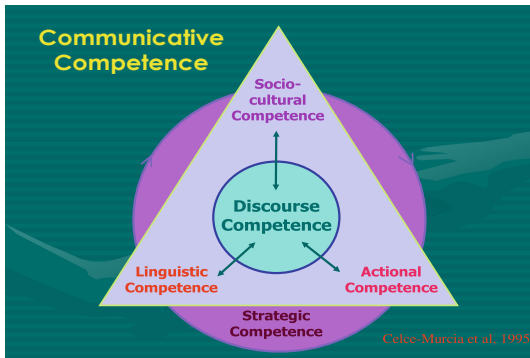


Fig. 3. The Concept of Communicative Competence according to the Proponents of Pedagogy Genre (Taken from Celce-Murcia et al., 1995)

is discourse competence. Discourse competence is supported by four other competencies, namely: (1) sociocultural competence, (2) linguistic competence, (3) actional competence, and (4) strategic competence.

Based on the comparison between Fig. 2 and Fig. 3, three things can be concluded. First, PG advocates believe that the center of language competence is discursive competence, while PK advocates believe that discursive competence is parallel to other competencies. Second, advocates of PG do not separate competence (competence) with performance (performance) because performance is placed as an actional competence (also called act of language) while advocates of PK separate the two. Third, the actional sub-competences (which are synonymous with performance in the PK view) are also different. The description of these differences is as follows.

PK advocates state that there are two language performances (hereinafter referred to as language skills), namely understanding and producing skills. Understanding skills include listening (oral) and reading (writing) while producing skills include speaking (oral) and writing (written). PG advocates state that language skills include dialogue (spoken language) and monologue (written language). Monologue skills include listening, reading, and viewing (viewing) while dialogue skills include speaking, writing, and presenting (presenting).

2.1.3 Development of Learning Psychology Theory

In 1967, Chomsky criticized B.F. Skinner related to the theory of verbal behavior (verbal behavior) (Jakobovits & Miron, 1967: 2 – 3). B.F. Skinner revealed a behavioral theory, which Chomsky called empirical wing, that human language behavior is a relationship between stimulus and response (stimulus and response) and is driven by the desire to imitate (to imitate). Skinner formulated the theory based on a series of experiments using animal objects, namely mice. According to Chomsky and critics of S-R Theory, experiments using animal objects such as those carried out by Skinner (rat), W. Dennis (bird), Pavlov (dog), and so on are impossible to generalize to formulate a theory of human behavior, including verbal behavior.

According to Chomsky, individuals are equipped with innate abilities to master language. This ability is made possible by the existence of language acquisition tools (LAD) which are owned by normal individuals. With LAD, individuals have the potential to distinguish between linguistic and non-language sounds, simplify, and expand sentence structures. The theory put forward by Chomsky encourages the development of cognitive or mentalistic psychology.

Figures from the flow of mentalistic psychology emerged with a cognitivist paradigm that human behavior, including language learning and others, is basically made possible by human cognitive capacity. J. Piaget formulated the theory of cognitive development that the individual develops his cognitive abilities through certain phases according to age development. Basil Bernstein (1971) concludes that according to environmental conditions, it turns out that individuals develop different codes, namely restricted codes and elaborated codes (Doceo, 2015:1).

PG, apart from being motivated by mentalistic psychology, is also influenced by social learning theory and J. Derrida's deconstructionism, particularly European Deconstructionism. In this paper, only briefly reviewed the theories put forward by Albert Bandura, Vygotsky, and J. Derrida.

Bandura is a figure in social learning theory (social learning theory). According to this figure, learning is not just a sterile cognitive activity but is influenced by environmental and socio-cultural factors. Two paradigms related to PG are: (1) between stimulus and response there is an intermediary (mediating) and (2) behavior is learned through a process of imitation based on models around the environment (McLeod, 2016: 1–2). The intermediary devices that connect stimulus and response are: attention or attention, retention (storage), reproduction, and motivation. The two paradigms will be illustrated in the description of the application of genre pedagogy in the implementation of text-based Indonesian language learning.

Vygotsky also developed the principle that learning tends to be done by individuals through interaction and communication with the surrounding environment (Neff, 2015: 1). Two of Vygotsky's concepts that are very well known and applied in PG are the zone of proximal development (the author translates it into the development of the closest insight area, or PKWT) and scaffolding. PKWT is the development of individual insight potential that can be developed if individuals get scaffolding from teachers, or other competent adults. For the time being, the concept of scaffolding was simplified as continuous guidance given by the teacher to students. The relationship between PKWT and scaffolding is as shown in Fig. 4.

The name Jacques Derrida is known as a pioneer of deconstructionism (deconstructionism) in the US. The meaning of deconstructionism tends to have a negative connotation because it is labeled as anti-humanist. However, Derrida actually initially developed his concept for reading activities, as stated by [1] "Deconstruction is not a method, but an activity of reading, deconstruction has tended to employ discernable techniques". The concept of text deconstruction is used by PG advocates as a scaffolding tool used by teachers so that students understand the text model presented by the teacher.

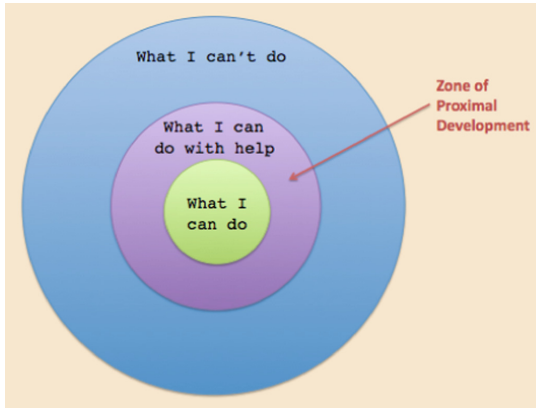


Fig. 4. Relationship between Zone of Proximal Development and Scaffolding.

2.2 Application of Genre Pedagogy in Text-Based Indonesian Language Learning (Genre)

2.2.1 Learning Orientation

The orientation of learning Indonesian in the application of PG is inseparable from the formulation of communicative competence. The orientation includes discursive competence as the main axis supported by competencies in the fields of: (1) sociolinguistics, (2) linguistics, (3) strategy, and (4) actional.

Discourse competence is the main competency developed in PG. Discourse, in general, is how individuals view the world (world view), therefore it is related to four aspects of education, namely imtak, character, cognition, and psychomotor. In essence, the development of student discourse competence will make students formulate, embody, and respond better to human and human problems, life and human life. This is relevant to the statement of the Minister of Education and Culture (Depdikbud, 2013: 3), "The structure of the text forms the structure of thinking so that every mastery of a certain type of text, students will have the ability to think according to the structure of the text they master. With a variety of texts that they have mastered, it means that students will be able to have various thinking structures.

Linguistic competence is also related to four aspects: character imprint, cognitive, and psychomotor. This competence is a support for discursive competence. With the development of linguistic competence, students will develop insight into language and non-language fields, be more careful in understanding and producing texts, able to criticize the use of language in various types of texts, and have a positive and appreciative attitude towards Indonesian language and literature.

Strategic competence is related to students' independence in language, including in understanding and producing texts. Therefore, the development of strategic competencies is expected to be a driving force so that students are able to understand, define their identity, and finally develop and apply them in life. Students who have appropriate strategic competence will make themselves not easily carried away, do not go along with it, and finally be able to take responsibility for their thoughts, actions, and attitudes.

Sociolinguistic competence is related to the competence of students to understand themselves and their socio-cultural environment. In addition to having a clear self, students are also able to adjust to the norms of the surrounding community and culture. Ideally, in the future, these students will make their social environment better and of better quality with the belief that a good society is determined by the quality of its individuals.

Actional competence is the most tangible competence, which can be observed and measured in the context of PG. In simple terms, it can be formulated that with the development of their actional competence, students will be proficient in understanding and producing the texts they learn and the texts that are within their scope of life. Understanding skills are related to listening, reading, and viewing; Production skills are related to speaking, writing, and presenting.

2.2.2 Stages of Application of Genre Pedagogy

The general pattern of PG-based language learning turns out to be growing and varied. In 1988, for example, Callaghan & Rothery (in Payaprom, 2012: 34) stated that there are three stages of learning in GBA, namely: (1) modeling, or modeling, (2) compiling the text together or joint negotiation. of text, and (3) independent construction of text. Another expert, Dickinson (2012: 4) states that there are five stages of learning in GBA, namely: (1) developing the context or building the context, (2) modeling and constructing the text or modeling and deconstructing the text, (3) compiling the text. Text together or joint construction of the text, (4) independent construction of the text, and (5) linking related texts.

In K 13, the implementation of Indonesian language learning is carried out in four main stages (without taking into account the approach or learning model applied), namely: (1) context presentation, (2) model presentation, (3) joint text preparation, and (4) independent preparation of the text. Based on initial information, there are four stages of implementing PG in the curriculum being revised, namely: (1) building knowledge of the field (hereinafter abbreviated as BKOF), (2) modeling (M), (3) joint construction of the text (JCOT).), and (4) independent construction of the text (ICOT). From the syntax or the PG stage of the process, it can be clearly traced the existence of learning skills to understand (listen, read, watch) and produce (speak, write, and present) (Fig. 5).

The first stage is BKOF or context development related to the fields and texts to be studied. At this stage, the teacher leads students to develop an understanding known as

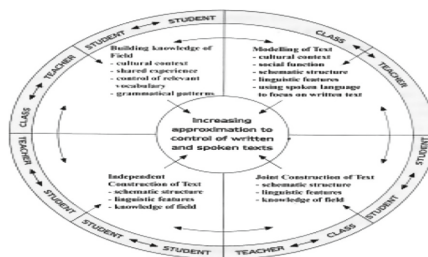


Fig. 5. Stages of Application of Genre Pedagogy

ready knowledge of the theme and type of text to be studied. For example, at the end of the previous meeting, the teacher gave theoretical material about the type of text to be studied (identical to giving homework) that students should understand before the core learning activity. In addition, the teacher can also assign students: (1) find examples of texts that will be studied to understand them, (2) write down difficult words found in the sample texts, (3) write interesting phrases, sentences, or phrases found on sample text, and so on. In other words, the language skills developed at this stage are reading, listening, maybe even watching.

The second stage is the presentation of the model. At this stage, the teacher displays the text model that will be studied according to the theme that has been developed when presenting the context. Based on the concept of two types of text, spoken or written, the model can be presented audiotively, audio-visually, or graphically. For example, the teacher assigns orally reads the text to be studied. It means that the teacher develops reading (oral) and listening skills of students.

The presentation of the text model can also be followed up with the development of writing skills. For example, the teacher assigns students to deconstruct a text: when the teacher presents a model of the text in an auditive manner, students in pairs fill out a certain format. If the text being studied is a short story, students fill in the format about who the characters in the short story are, where is the setting, what events are revealed in the short story, and how the characters act. Of course, the format must be adapted to the function, structure, and language characteristics of the text to be studied.

The presentation of the model data is also associated with the development of speaking skills. For example, after students fill out the format in pairs, the teacher assigns students to re-express the contents of the text by observing the format they have filled out. Of course, this reproductive activity must be adjusted to the portion of the available learning time. For example, reproductive presentation is only carried out by two or three groups or pairs.

The development of speaking skills at the model presentation stage can also be related to the learning objectives: understanding the use of language in the text. For example, based on the model text, the teacher quotes phrases, choice of words, phrases, or sentences. These quotes are discussed, both from the phonological (including pronunciation), morphological, syntactic, and semantic aspects.

The third stage is JCOT or the preparation of the text together. Text. At this stage, students in groups (eg in pairs) compose texts, such as short stories. In compiling the text, the teacher should emphasize that the text to be compiled is adjusted to the results of filling out the format at the model presentation stage. Thus, at this stage the teacher develops two language skills, namely reading and writing as the focus of learning and speaking because students compose texts in groups or together.

The stage of compiling the text together can also be used by the teacher to develop listening, viewing, and speaking skills. In this case, the teacher can guide students to continue the short story, or rewrite the deconstructed short story text without seeing the original short story text. It is possible that the teacher gives the task of giving students the task of compiling a written short story text that has similarities, for example the same theme or background equation with the model short story text. What is important, whatever the trigger or motive for the preparation of the text, the results must be displayed,

discussed, and finally students are given the opportunity to revise again. So, if the task of compiling this text is collected, students submit two short story texts, namely the short story text before and after being revised.

The fourth stage is ICOT, which is the independent preparation of the text. At this stage, the text is produced independently. Of course, discussion or discussion of student independent product texts is very necessary. After that, students can be guided to revise the text they have produced. By understanding the text can be in the form of oral or written, it means that at this stage the teacher can develop speaking, writing, and presenting skills.

3 Conclusion

Genre pedagogy is motivated by scientific developments in the field of linguistics, the concept of communicative competence, and communicative learning approaches. The branch of linguistics that affects PG is systemic functional linguistics pioneered by M.A.K Halliday. The communicative competencies developed in PG are discursive, linguistic, sociolinguistic, strategic, and actional competencies. Axial competence includes comprehension (listening, reading, and viewing) and producing (speaking, writing, and presenting) skills. There are four stages of PG implementation, namely context development, modeling, joint preparation of texts, and independent preparation of texts.

In accordance with scientific developments, there is no truly new science, including genre pedagogy. The thing that is always new is ourselves, "Always renewing ourselves".

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