

ENGLISH TEACHING AND LEARNING STRATEGIES ON GENRE BASED APPROACH IN INDONESIAN EFL CLASS: A CASE STUDY

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Abstract

The teaching and learning strategies in the context of ICT implementation in EFL Class are considered as the important aspect to encourage the improvement of students English performance. The current research aims to investigate the teaching and learning strategies on Genre Based Approach in Indonesian EFL Class. This research was conducted in urban area at Indonesian School of Jeddah, Saudi Arabia. A case study was utilized in this research which used questionnaire, observation, and interview as techniques for collecting data. This study found that students' learning strategy is mostly cognitive strategy, and other strategies also employed such as social strategy, affective strategy and metacognitive strategy. This research also found that active learning was considered dominant strategy of teaching.

Keywords: Teaching and Learning strategy, Genre based approach, EFL Class

Introduction

The teaching and learning strategy supports the school' overarching vision to become excellent educational institution (Learning, 2016) and also encourage students to get involved in the process of classroom activities (Tomar & Jindal, 2014). The consciousness of learning strategy is necessary for students, furthermore in teaching and learning process, the majority of students were conscious of their use of strategies, however, most teachers did not aware of the types of students strategies.(Martínez, 1995). Students selected and applied the types of learning strategies depending on learning task they encountered, and cognitive learning strategy used by various students including EFL learners as well as by students who learn Indonesian language(Suyitno, Susanto, Kamal, & Fawzi, 2017). The effective learning techniques in cognitive strategy include elaborative interrogation, self-explanation, summarization, highlighting (or underlining), the keyword mnemonic, imagery use for text learning, rereading, practice testing, distributed practice, and interleaved practice(Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013). The effective language learning strategies is beneficial to EFL learners and instructors or teachers (Liu, 2010). Educators in classrooms across the country tend to work hard to gain the students achievement to higher level, however, most teachers miss the discussion of increasing students' academic performance, in the way how individual students go about learning strategy and identified teaching strategy (Protheroe & Suzanne, 2008). It is important to identify learning and teaching strategies based on Genre Based Approach to encourage students English competence.

Learning strategy research that have been conducted since 1970s (Nambiar, 2009) showed various in its findings (Protheroe & Suzanne, 2008). According to Nambiar, (2009) the study conducted in 1970s and 1980s emphasized the importance of learning strategies in language learning, while the study in 1990s until 2008 revealed more facts related to this issue, that learner proficiency and his environment affected his learning strategies. Learning and teaching style are the most prominent aspect to achieve students competence (Awla, 2014). In learning English, students' diverse learning styles can be classified as global, impulsive, perceiving, extroverted, introverted, ambiguity tolerant, sociological, auditory, visual and active learners (Razawi, Muslin, Razali, Husin, & Samad, 2011). In terms of learning strategies preferences, students have their own ways of learning; some of them like to work in groups, some prefer study alone and the others like sharing (Tomar & Jindal, 2014). As a result, different learning strategies have made significant correlations with students' performance (Muelas & Navarro, 2015) along with their understanding information and solving problem (Kalati, 2016) also their greater motivation and confidence (Shi, 2017). The most used learning strategies according to a study by Sugeng (2004) are meta-cognitive, affective, compensation, memory, and cognitive (Sugeng, 2004). On the other hand, the proficiency of students influenced their learning strategies. Students with high-proficiency of language learning are more motivated to utilize learning strategies while the students with low-proficiency depend more on their teachers (Kalati, 2016). Another study related to learners' proficiency was conducted by Astutik & Aulina focusing on speaking skill. The study revealed that low-level

learners did not utilize social strategy, while middle-level used some aspects, and high-level applied all aspects of social strategies; verbal and non-verbal. Moreover, high-level learners had good motivation and self-confidence (Astutik & Aulina, 2017).

According to Oxford (1990), learning strategies mean specific behaviours or thought processes the students use to enhance their second language learning (Oxford, 2003). In addition, Schumaker and Desler explained learning strategies as an individual approach to ask, i.e., how he plans, does and reviews or evaluates his performance on a task (Protheroe & Clarke, 2008). Moreover, Selinker (1972) stated that learning strategies are a part of five psycholinguistic processes: native language transfer, overgeneralization of target language rules, transfer of training, strategies of communication, and strategies of learning. The learning strategy, according to Selinker, assists the learner to internalize the new linguistic system (Montaño-gonzález, 2017). In terms of learning strategies types, there are two main strategy, direct (memory, cognitive, compensation) and indirect (meta-cognitive, affective, social) as proposed by Oxford (1990) (Lavasani^a& Faryadres, 2011). Nevertheless, this study focuses on those stated by O'Malley and Chamot as one of the most recognized researchers on learning strategies (Montaño-gonzález, 2017)

There are types of language strategies; cognitive, meta-cognitive, social, and affective strategies. First is cognitive strategy which involves a mental process that enables learners to select relevant information (Kalati, 2016; Montaño-gonzález, 2017). Moreover, Anderson (1983, 1985) suggested that this strategy aided learners in elaborating new information and related it to the previous one. Elaborations can be active during initial learning as well as at recall stage. Elaborated structures are the foundation for other strategies such as deduction (rule applications), transfer (for example, of linguistic information), and inferencing (guessing at meaning based on the context or prior knowledge) (Malley, Chamot, Kupper, & Sabol, 1987). The examples are looking for relations among parts of the subject matter (relating), distinguishing main and minor points (selecting), thinking of examples (concretizing) and looking for applications (applying) (Vermunt, 1996). Other examples are resourcing, repetition, grouping, deduction, imagery, auditory representation, elaboration, transfer, keyword method, inferencing, note taking, and summarizing (Montaño-gonzález, 2017).

Second is meta-cognitive strategy that is also a mental process to assist learners in monitoring their own learning, including planning and deciding how to learn effectively, along with the evaluation of the process (Malley et al., 1987). The stages are planning (modeling, goal attainment, checklist, diagrams, mnemonics, graphic organizers, and guided practice), monitoring (modeling, diagramming, answer checking, and practicing), and evaluating (modeling, independent practice, self-testing, and answer checking) (Ellis, Denton, & Bond, 2014). There are three subsets of strategies within metacognitive strategies: centring learning helps learners focus so that they could be directed toward certain language activities or skills, arranging and planning learning allows learners in organizing to get maximum benefit from their energy and effort, and evaluating learning aids learners with problems like monitoring errors and evaluation of progress (Lavasani^a& Faryadres, 2011).

Next is affective strategy which makes learners are in charge of their emotions, motivation and self-esteem (Kalati, 2016). For example, according to Oxford (1990), learner can motivate themselves by saying positive statement to themselves in order to lower their anxiety, encourage them, and taking their emotional temperature (Lavasani^a& Faryadres, 2011).

Finally, social strategy enables learners to involve in interacting with other speakers and developing their cultural understanding (Kalati, 2016; Shi, 2017). Examples of the activities are when learners report using peer cooperation to achieve a learning goal, question the teacher for clarification, or direct their own attention to positive thoughts anticipating successful task performance (Malley et al., 1987).

However, learners will face difficulties in implementing their learning strategies without the assistance of teachers to choose and utilize the strategies effectively, and help them to strengthen their meta-cognitive ability to ensure the success of learning process (Protheroe& Clarke, 2008). Therefore, teachers need to develop strategies, which include instruction to assist the learners. In this case, Protheroe& Clarke (2013) mentioned three strategies to teaching learning strategies: teaching language skills in the area of content-area instruction, utilizing teaching approach based on learners' age and grade, and modeling the skill or strategy, followed by structured opportunities for students to practice and apply the skills. Furthermore, to relate teaching strategy with learning strategy, the principles of Learning and Teaching Strategy are research-led, fundamentally based on disciplinary expertise in education and research, innovative, internationalization of the curriculum, focus on innovation in learning and teaching, assessment and feedback practices that promote effective student learning, partnership, with our students, with other academic institutions (University of Sheffield, 2011).

Recently, there are two developments in language description that allow for more precise language of different domains of use to provide a more exact specification of ESP course objectives: genre analysis and genre-based approach (Abbaszadeh, 2013). However, this study focuses on the genre-based approach. Richards, Platt and Platt (1993) suggests that a genre is usually characterized by its communicative purpose(s) in general, associated themes, conventions (rhetorical structure, lexico-grammar and other textual features), the

channel of communication (e.g., spoken, electronic, hardcopy, etc.) audience types, and sometimes the roles of the writer and readers (Abbaszadeh, 2013).

In Indonesia, according to Kartono (1980) English is established as a foreign language according to *Surat Keputusan Menteri No. 096/1967 tanggal 12 Desember 1967* considering that English language has been used worldwide in every aspects of life, including to cooperate with other countries. Therefore, it is essential to include English lesson in our education curriculum (Syahputra, 2014). Syahputra also suggested that teacher should utilized appropriate teaching strategies and assist learners to implement learning strategies in learning English as well. The common approach to teach English in Indonesia is active learning which has been applied in schools since it is believed that this approach can improve the quality of learning process (Pardjono, 2002).

Method

This current research utilized a case study method which referred to an in-depth and detailed study of a small group of individuals in Indonesian School of Jeddah (SIJ). This study is typically qualitative research which resulting in a narrative description of behaviors and experiences of phenomenon on students and teachers in SIJ. This study narrowly focused and provided a high level of detail information of students learning strategy and teachers strategy in teaching English. It was able to combine both objective and subjective data to achieve an in-depth understanding by observation, questioner, and interview. Qualitative and quantitative data analysis applied in this research.

This research steps were: 1) identified the research question and decide the basic type of case study method, 2) collected data in order to obtain a full and detailed picture of the participants in SIJ by conducting direct participant observations, a review of documents and archived records. 3) decided upon a strategy for analyzing the data by interpreting the data either holistically or through coding procedures. A holistic approach reviews all of the data as a whole and attempts to draw conclusions based on the data in its entirety. The analysis involved searching the data to identify and categorize specific actions or characteristics of the students and teachers. (Rowley, 2000)

The participants of this study are students and teachers in Indonesian School of Jeddah which focuses on 93 students in the first grade of Junior High School and 3 teachers.

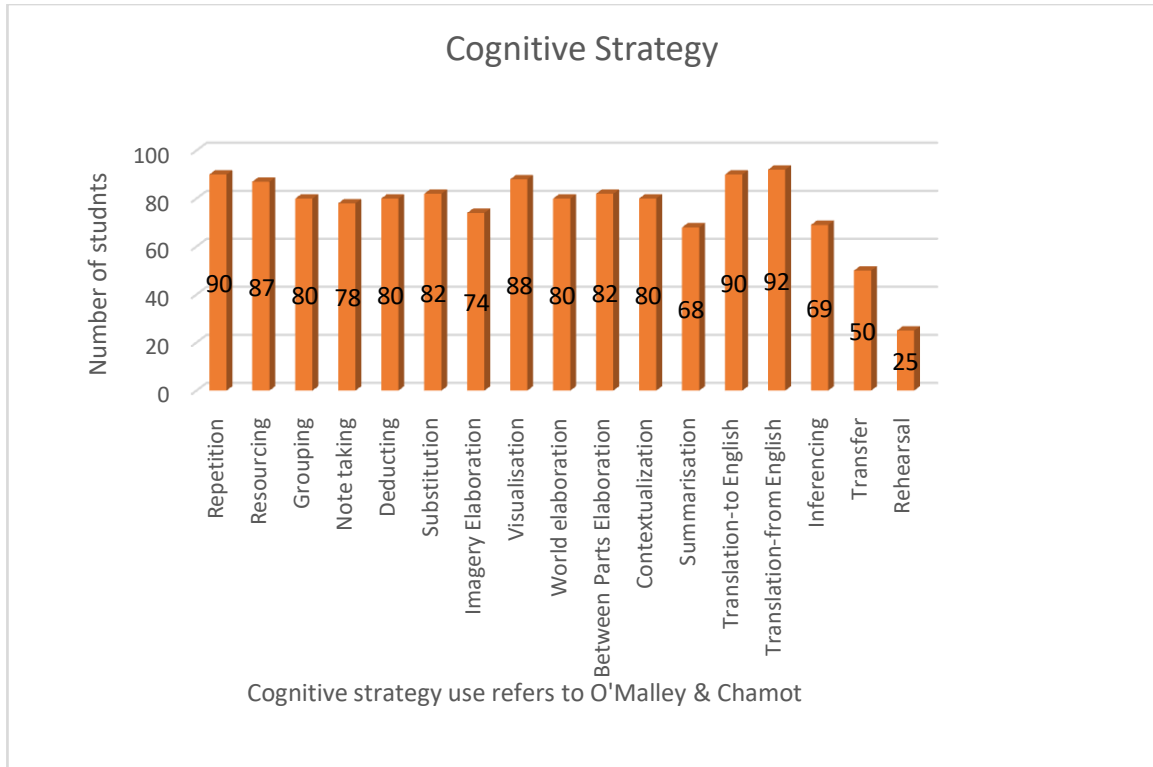
Results and Discussion

Brief description of students in Indonesian School of Jeddah was reported that their parents come from low level workers background. This condition influenced students' motivation to work as soon as they graduated from Senior High School. Immigration documents can be serious problems for most students in the first grade. Their parents have not updated their legal immigration documents regularly.

The research findings show that, this research referred to the model learning strategies analysis used by O'Malley and Chamot.

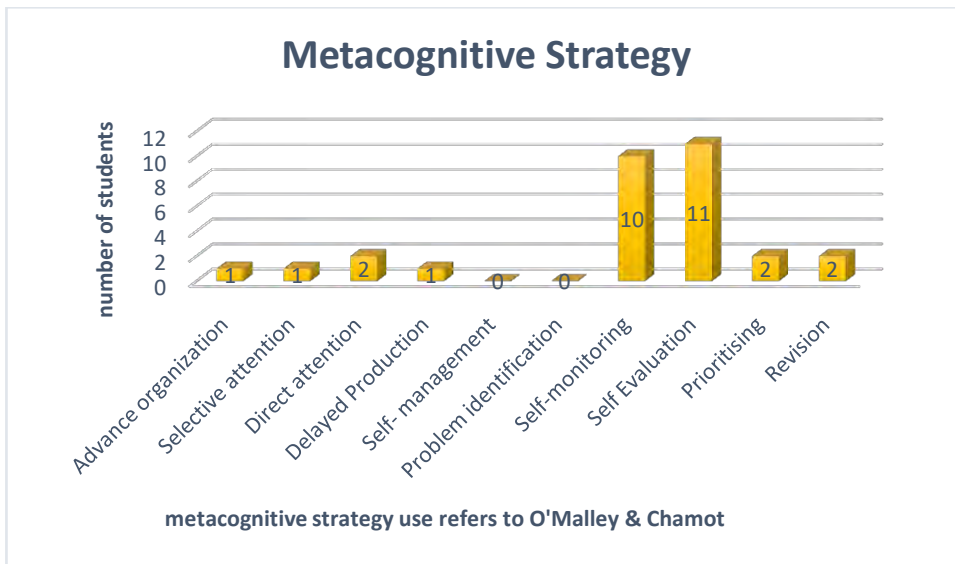
1. Cognitive strategy

Cognitive strategy can be seen from students' activities such as inferencing, working out the meaning from the text, elaboration, relating new information to other concepts in the memory. Based on the observation and interview, students' cognitive strategies are mostly related to individual learning task used in learning or problem solving that require direct analysis or synthesis of learning materials. Referring to the model learning strategies analysis used by O'Malley and Chamot, students' cognitive strategy are represented by these activities: Repetition, Resourcing, Grouping, Note taking, Deducting, Substitution, Imagery Elaboration, Visualisation, World elaboration, Between Parts Elaboration, Contextualization, Summarisation, Translation-to English, Translation-from English, Inferencing, Transfer, Rehearsal. In the process of learning, in their mind, they told that mostly students translate from English and to English while they were learning. They also often make some repetition and visualisation or use visual stimuli to clarify the meaning, They also used dictionaries and text book to learn English (Resourcing) and used English in certain context (contextualization). This is the data of cognitive strategy used by students.



2. Metacognitive strategy

Metacognitive strategy concerns own cognitive process or self-regulatory strategy which involves learners' awareness of their learning behaviours, the task they face, and their abilities or need, such as assessing linguistic resource for particular task, identifying problems for completing of task, consciously postponing speaking until sufficient time. Metacognitive consists of two dimensions , first, relating to knowledge and then relating to control of learning process means knowing about learning and controlling learning through planning, monitoring, and evaluating learning activities. Metacognitive strategies are represented by the activities: direct attention, self-evaluation, appraising the successes or difficulties. Categorized metacognitive strategy used is as follow: Advance organization, Selective attention, Direct attention, Delayed Production, Self- management, Problem identification, Self-monitoring, Self Evaluation, Prioritising, and Revision.



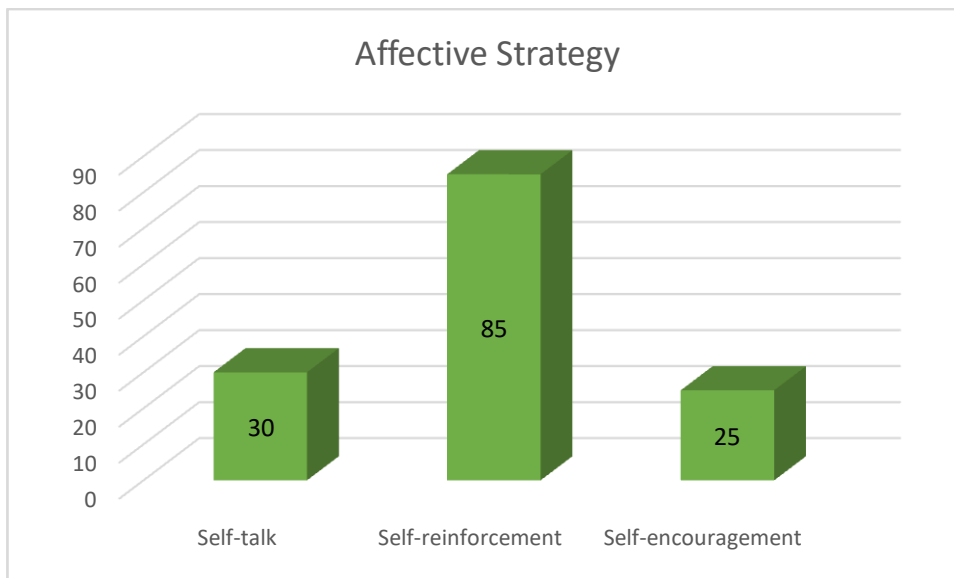
3. Social Strategy

Social strategies include co-operation, working with peers, questioning, asking the teacher or native speakers to clarify. It can be classified that social strategy focus on questioning for clarification and co-operation



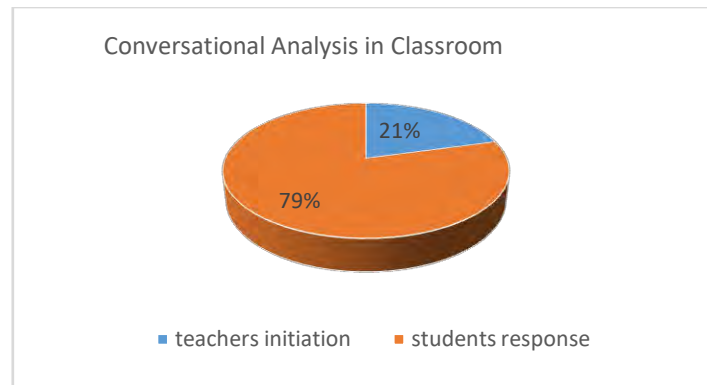
4. Affective strategy

Students' affective strategy can be seen from self-talk, self-reinforcement, and self-encouragement. Most of them used self-reinforcement.



Based on the findings of the study, it is clear that the students utilized different learning strategies; cognitive, meta-cognitive, social, and affective. This fact supports the previous research by Tomar and Jindal (2014) that students have various learning strategies preferences. Moreover, it has been proven by Sugeng (2004) in terms of which learning strategies mostly applied by the students; meta-cognitive, affective, compensation, memory, and cognitive. Yet, in this study, there are no compensation and memory.

The data shown above also revealed the fact that the teachers have applied active learning approach in the teaching learning process. It is because according to scholars such as, Dewey, Piaget, and Vygotsky as was cited in Pardjono (2002), active learning has several characteristics. First, students are involved in the learning process as in how they develop their own learning strategies, consciously or unconsciously. It is also supported by the result of observation that students actively response teachers initiation.conversational analysis in classroom



The second characteristic is that there are physical and mental actions. In this case, the mental action may refer to cognitive and meta-cognitive strategy. The third one is the role of the students which is to direct and do their own learning. It can be seen in how they plan, execute and evaluate their learning as in meta-cognitive strategy. Finally, there is an interaction of the students and their environment to produce cognitive development. This characteristic relates to affective and social strategy. Thus, the teacher have applied the active learning approach, while in this case, the role of the teacher is to guide and suggest the most appropriate learning strategies for the students (Protheroe & Clarke, 2008). In addition, the findings of the study prove that the teachers utilized the most common approach in teaching English, according to a study by Pardjono (2002), which is active learning as it is believed to improve the quality of the learning process.

Conclusions

Students learning strategies at Indonesian School of Jeddah are cognitive, meta-cognitive, social, and affective. From the findings, it can be inferred that the students were involved actively in the learning activity, since they have recognized their own learning strategy. This fact relates to the characteristics of active learning which emphasizes on the learning process on the students, not the teachers. Moreover, it is proven from the data that a number of students utilized cognitive and meta-cognitive, meaning they involved their mental action, directed, and did their own learning. The last characteristic of active learning approach which is the interaction with their environment can be seen from the data that there are students who used social and affective strategies. However, the result of the students' learning strategies on their performance and competence has not been investigated. Thus, it is recommended to further conduct a research regarding to those matters, i.e., if their learning strategies affect their performance and the result of study.

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