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PREFACE

Dear Colleagues

This edition of the English Applied Linguistics Journal present articles entitled: (1) THE USE OF READING MATERIALS ACCESSED FROM THE INTERNET UNDER COOPERATIVE LEARNING STRATEGY TO IMPROVE THE QUALITY OF TEACHING AND LEARNING DRAMA, (2) GRAMMATICAL METAPHOR IN INTERNET NEWS (3), SEMANTIC ANOMALY IN NEWS PROGRAM SEPUTAR INDONESIA, (4) TEACHING WRITING-GENRE BASED APPROACH, and (5) THEMATIC STRUCTURES IN COMPUTER HELP MENU TEXTS, (6) USING COMPUTER ON STUDENTS' VOCABULARY MASTERY.

These articles are intended to be read by those who are interested in enhancing and uplifting the quality of the human resources in the teaching of English in Indonesia and elsewhere.

It is realized that in this globalize era, one should be always on the move especially in broadening ones horizon and awareness to the responsibility in a much more professional approach.

Finally, we invite more articles to be published in the new publication so as to implement what should be best for our students as qualified generation of the future.

Medan, November 2009

The Editor,

Prof. Tina Mariany Arifin, M.A., Ph.D.

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TEACHING WRITING-GENRE BASED APPROACH

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Abstract

Teaching writing using a 'genre based' approach deals with the curriculum model. There are three main stages in this curriculum cycle for teaching different written genres namely, Modelling stage, Joint negotiation stage, and Independent construction stage. Each of these stages comprises a number of activities in terms of the discussion Genre with a range of different texts, such as Report, Narrative, Descriptive, Procedure, Recount. The aim of this approach is at determining the extent to which students can recognize the generic structure, text organization and language features of genre text as well as the social purpose of the texts. Another important aspect of the discussion Genre is to assess or diagnose the teaching and learning programs. The assessment needs to be carried out through the students' achievement of the three stages of different activities. Modelling stage, the assessment deals with the students' achievement to determine the social purpose of a text (discussion Genre) as well as to determine the extent to which the students can recognize the generic structure, text organization, and language features of the texts. Joint negotiation stage, the assessment deals with the students ability to participate in class discussion as well as in a range of note taking and research tasks. Independent construction stage, the assessment deals with the students ability to do or to control the generic structure and language feature of written texts.

Key words: Teaching Writing and Curriculum Model-Genre Based Approach

1. Introduction

This paper deals with teaching writing using a *Genre Based Approach*. The word *approach* is much more general and has the implication that what ever method or techniques the teacher uses, he does not feel bound by these, but only by the theory in which he believes, Hubbard c,s (1983:31). The genre based approach to teaching writing consists of two main premises. First, deals with critical differences between the structure and social function of spoken and written language which students need to understand. Second, concerning the systematic way to describe the ways written language is used such as *generic structure* and *linguistic features* in terms of *achieving social purpose*.

Genre theory was developed by Dr. Jim Martin (Linguistics Dept., Sydney University) and Prof. Michael Halliday. The teaching methodology or curriculum model of this approach has been developed over several years, and was further developed by Joan Rothery in 1985. The curriculum model on the discussion genre consists of three main stages for teaching different written genres (texts). Stage one *modelling*, stage two *joint negotiation of a text*, and stage three *independent construction of a text*.

2. Background

Writing is one of the four basic skills in language learning. Ur (1996:163) said that, the purpose of writing in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of writing. This idea implies that writing skills deals with the competence of one's ideas how to express as well as conveying them in written form.

This paper concerning the subject matter on the discussion genre in *teaching writing*. Teaching writing using a genre based approach necessarily implies that the grammatical composition of language will be explained to students. *Genre* is a concept that can be clearly understood only if students are provided with experience which draws explicit connection between the social purpose of the text and its generic structure and grammar. Gerot and Wignell (1994: 17) said that genres are culture specific, and have associated with them namely particular purposes, particular stages and particular linguistic features. The discussion genre in the written mode will have some relevance in the teaching writing for junior high school and senior high school as well as university level.

In Indonesia English is taught as a foreign language. Since its status as a foreign language, the situation of foreign language learning is quite difference from the situation of second language learning. Wilkins (1983:153) said that, a foreign language learning situation is one in which that target language is not the mother-tongue of any group within the country where it is being learned and has no internal communication function either. The main aim of teaching English as a foreign language in Indonesia is the ability to communicate in spoken English and written form and leading to further study of science and technology. According to the school syllabus KTSP model of SMP / MTs English Course (2007). The characteristics of English subject (lesson) has two main sub- skills to achieve namely receptive and productive skills. Receptive skills include *listening and reading*, while in productive skills include *speaking and writing*.

Since English is taught as a foreign large in Indonesia, the material to be taught to the students should be based on the school curriculum or syllabus. The school curriculum or syllabus program

should be designed based on the students' needs. The materials of Genres in Indonesian junior high schools are *descriptive, procedure, recount/spoof, narrative, report, and anecdote*. Specifically the genres are described as follows. At the first year students the genres introduced to be taught are : *procedure, narrative, descriptive, recount*. At the second year students the genres are : *narrative, descriptive, recount, anecdote*. And at the third year students the genres are : *narrative, descriptive, spoof/recount, report*. The material should be specified in such away that it is clear for the students how they should express and communicate the idea. This implies that the school curriculum or syllabus should specify the materials in terms of *function, notion, setting, role and participants*, suara pendidikan (1988:95). Writing teachers of foreign language learning should specify the material to be taught as well as method or models designed in order to achieve a practical way of having the language skills. Brown (2001:334) compared the practical way of achieving swimming and writing skills. He said that how is writing like swimming? Give up ? answer: Lennerberg (1996),... but that swimming and writing are culturally specified learned behavior. We learn to swim if there is a body of water available and usually only is someone teachers us. We learn to write if we are members of a literate society, and usually if someone teaches us. This idea described that swimming and writing should be taught as the same skills to achieve.

3. Concept of Writing Process Text Genre

Academic writing is the kind of writing that a student is required to do in college or university. It differs from any other kind of writing. In academic writing it can be specified in terms of :

What is the purpose?

Who is the audience?

What is the Genre ?

(Adopted from PLPG SMA :2008:25)

The purpose is a product of a piece of writing deals with the rhetorical form such as organizational form and style. *The audience* is a person (readers) who will read the final product (the drafting and editing) of a piece of writing. *The Genre (tone)* is the product of a piece of writing reveals one's attitude or social experience towards the subject matter of using generic (schematic) structure and language features in term of texts, recount, procedure, narrative, and descriptive.

There are four main process or stages to follow in writing : *prewriting, planning, revising drafts, and writing the final draft to hand in.* *Prewriting technique* deals with the activities given to the student to think about the writing product by referring to the writing model. *Planning*, deals with the organizing of the writing material, in terms of types of texts such as recount, narrative, descriptive, procedure, expository, report, discussion, and procedure. *Drafting* deals with the expressing or using the ideas as well as plans in writing. *Revising and editing drafts* deals with improving of the ideas or language features in the writing. And the last steps is ready for writing the final draft.

4. The Application of a Genre Based Approach in Teaching Writing

Previous to this section, it has been stated that a genre based approach in teaching writing comprises three main stages, namely, *modelling (setting the context), joint negotiation of a text, and independent construction of a text.* This section is discussing the three stages in term of *application and assessment.* The school curriculum 2004, SMP English course stated that the students achievement on

writing providing the competence achievement of different text, namely *narrative, recount, descriptive, anecdote, procedure, report writing and writing personal letter*.

The following section discusses the three stages of genre based approach in teaching writing.

Stage one: *Modelling (setting the context) :*

Step 1. Setting the context, teachers need to provide all students with social experiences the use of genre in social context. What is the social function of the genre as well as the aim of genre in writing. Have them shared experience, or classroom discussion. The class discussion genre introduces the students the concept or the aim of writing certain text, such narrative or descriptive by presenting them with a range of different text. Have the students sort the texts into discussions and other genres. The teachers let them discuss with the class the relationship between the text and its social purpose.

Step 2. Modelling the text: This steps the discussing genre have the students investigating the text (descriptive text) in terms of: the purpose of the text, the audience of the text, the genre of the text, such as *generic structure, text organization and language features*. In the following presented a sort example of *descriptive text*

Tom's wife was al tall termagant, fierce of temper, loud of tongue, strong of arm. Her voice was often heard in wordy warfare with her husband ; and his face sometimes showed signs that their conflicts were not confined to words. Thus Tom was a universal friend of the needy and acted like a "friend in need," that is, he always exacted good pay and good security. In proportion to the distress of applicant was the highness

of his terms. He accumulated bonds and mortgages and gradually squeezed his customers closer and closer, and sent them at length, dry as a sponge from his door

(Adopted from let's write English, George E. Wishon and Julia M. Burk, 1980)

The purpose :

.....

Audience :

.....

Genre : *context social (describing Tom's wife characteristics)*

Language features : *(was, heard, were, squeezed and sent)*

Stage two. Joint Negotiation of a Text

Step 1. Preparation for joint construction. During this step teacher and students work together to have some new informations for joint construction of new text genre. The activities: discussion, rehearsing, roleplay, interview group and pair work.

Step 2. Joint construction of new text. At this step teachers acts as a criebe for the class or group and help the students for organizing the text in term of the genre structure focusing in the introductory paragraph, developing the arguments and making a concluding paragraph. The joint construction step deals with the teaching drafting, editing and improving in term of proof reading skills, during this joint construction process, the teacher may need to revise on some points such as planning stating the issue already in the introducing paragraph development and unity, supporting argument.

Stage three. Independent Construction of a Text

At this stage preparation for independent constuction of text genre, interviews or reading the individual writing text (draft) and

editing, improving and writing, leading to productive writing. The following texts given some indication of ways the assessment grid can be applied to analyze students' writing over many aspects of the genre.

Assessment Grid, the discussion genre (1989: 72-73)

Discussion Genre Curriculum Model	PURPOSE	GENERIC STRUCTURE	TEXT ORGANISATION	LANGUAGE FEATURES
Modelling	<ul style="list-style-type: none"> Identifies purposes of Discussions Identifies types of people who write Discussions Identifies the function of Discussions in different contexts Gives examples of Discussions in different context 	<ul style="list-style-type: none"> Can indicate Issue (statement of issue and preview) Can indicate Argument For (points plus elaborations) Can indicate Arguments Against (points plus elaborations) Can indicate Recommendation (summar and conclusion) 	<ul style="list-style-type: none"> Identifies use of paragraphs for organizing arguments Identifies paragraphs-beginnings and endings Identifies topic sentences 	<ul style="list-style-type: none"> In a modelled text: Identifies the generic and specific participants Identifies 'doing' processes Identifies 'being' and 'having' processes Identifies nominalised processes Identifies 'is substitutes' Identifies modality and its uses Identifies Theme Identifies conjunctions
	<ul style="list-style-type: none"> Uses procedures to gain information for developing 	<ul style="list-style-type: none"> Organizes arguments compatible with parts of generic structure: 	<ul style="list-style-type: none"> Identifies need to start a new paragraph in class text Suggest 	<ul style="list-style-type: none"> Uses reference materials for research of issue Contributes

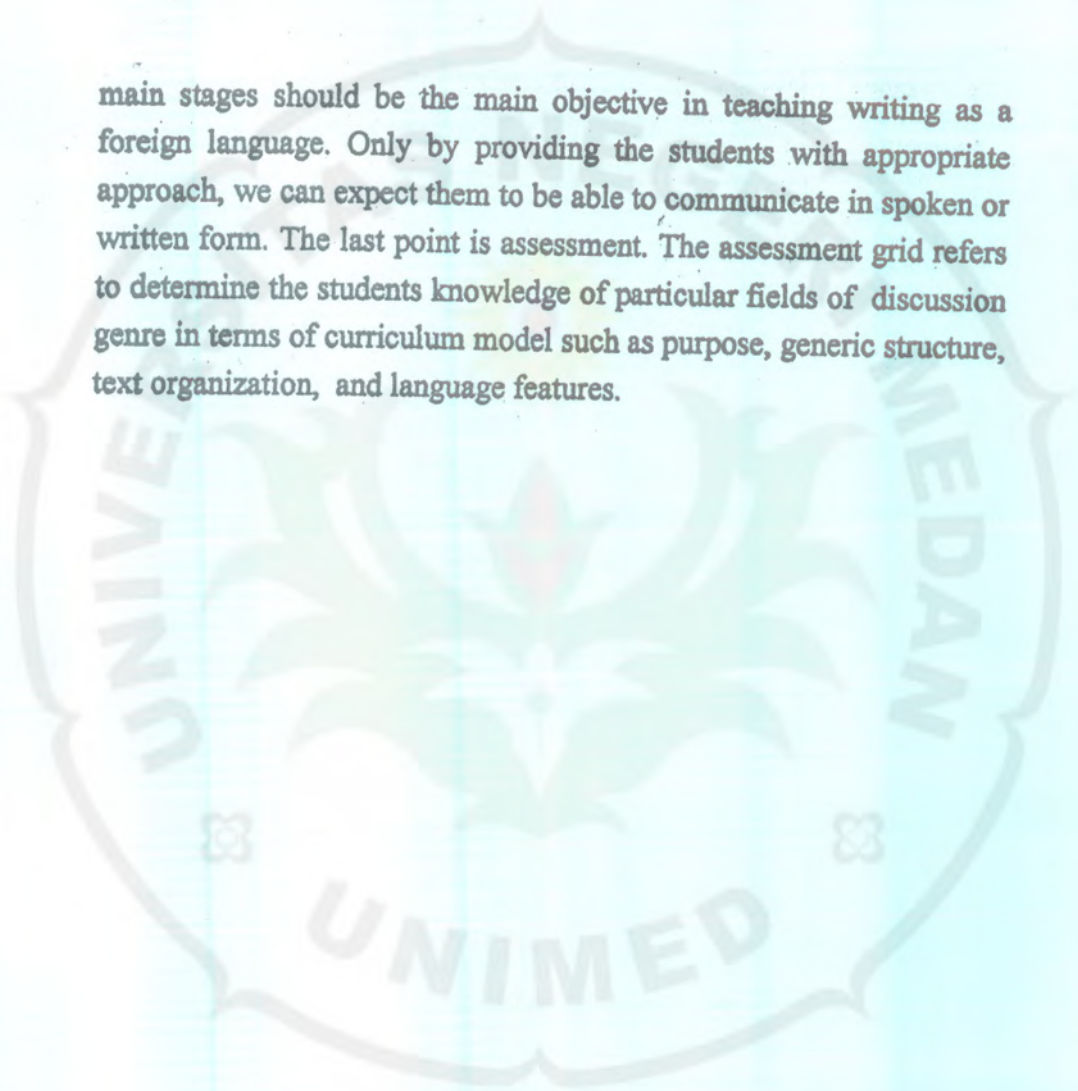
<p>Joint Negotiation</p>	<p>new class text</p> <ul style="list-style-type: none"> • Eg. Uses catalogues, locates information in library • Uses books (table of contents, index) note-making. • Suggests choice of title for class Discussion 	<ul style="list-style-type: none"> • lists for and gaints arguments • makes notes under each arguments • Can orally report back arguments for and againts using notes • Includes elaborations of arguments in reporing back • Reworks arguments into generic structure when class decides on recommend ation on jointly constructed text 	<p>sitable topic sentences</p> <ul style="list-style-type: none"> • Contributes arguments or elaboration s which are consistent with part of Discussion being constructed 	<p>suggestions to construct Discussion using:</p> <ul style="list-style-type: none"> - generic participants - 'doing', 'meaning' and 'relational' processes - Nominalise d processes - Uses 'is substituites' appropriate for issue and/or dicipline - Participants with or without conjuctions and/or modal adjuncts as Theme - Appropriate use of modality - Reference for cohesion of text
<p>Independent Construction</p>	<ul style="list-style-type: none"> • Writes a Discussion to argue both sides of an issue and makes a recommendation • Can nominate where/by 	<ul style="list-style-type: none"> • Statement of Issue includes a Preview of arguments • Discussion contains arguments for and againts • Discus 	<ul style="list-style-type: none"> • Organises arguments and their elaborations logically; either in their own paragraphs (for or against) or grouped 	<p>Discussion constructed through the use of the following:</p> <ul style="list-style-type: none"> • Nominalised processes where appropriate • Uses 'is substitutes'

	<p>whom the Discussion might be read</p> <ul style="list-style-type: none"> • Chooses Discussion genre independently, appropriate to given context 	<p>sion includes elaboration of arguments</p> <ul style="list-style-type: none"> • Discussion concludes with a Recommendation • Recommendation has a Summary plus a Conclusion 	<p>together</p> <ul style="list-style-type: none"> • Paragraphing used to organize generic structure • Each paragraph has a topic sentence • Each paragraph is intended or has a space • Can organise sentences into logical order within paragraphs 	<p>appropriate for issue and or discipline</p> <ul style="list-style-type: none"> • Participants with or without conjunctions and or modal adjuncts as Theme • Uses modality to make arguments credible • Reference consistent throughout text • Themes are developed in a way which is logical and consistent with arguments
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5. Conclusion

After discussing a genre based approach and its application in teaching writing some conclusion can be drawn as the following. The three main stages of a genre based approach is an intergrated approach in teaching writing. Each of stages comprises a number of activities. Modelling stage refers to the social context of writing a text. Text refers to the language features of a genre. Joint negotiation of a text refers to the construction of new text of genre. Independent construction of text refers to individual writing of text in genre, preparation for independent construction draft and aditing. The three

main stages should be the main objective in teaching writing as a foreign language. Only by providing the students with appropriate approach, we can expect them to be able to communicate in spoken or written form. The last point is assessment. The assessment grid refers to determine the students knowledge of particular fields of discussion genre in terms of curriculum model such as purpose, generic structure, text organization, and language features.

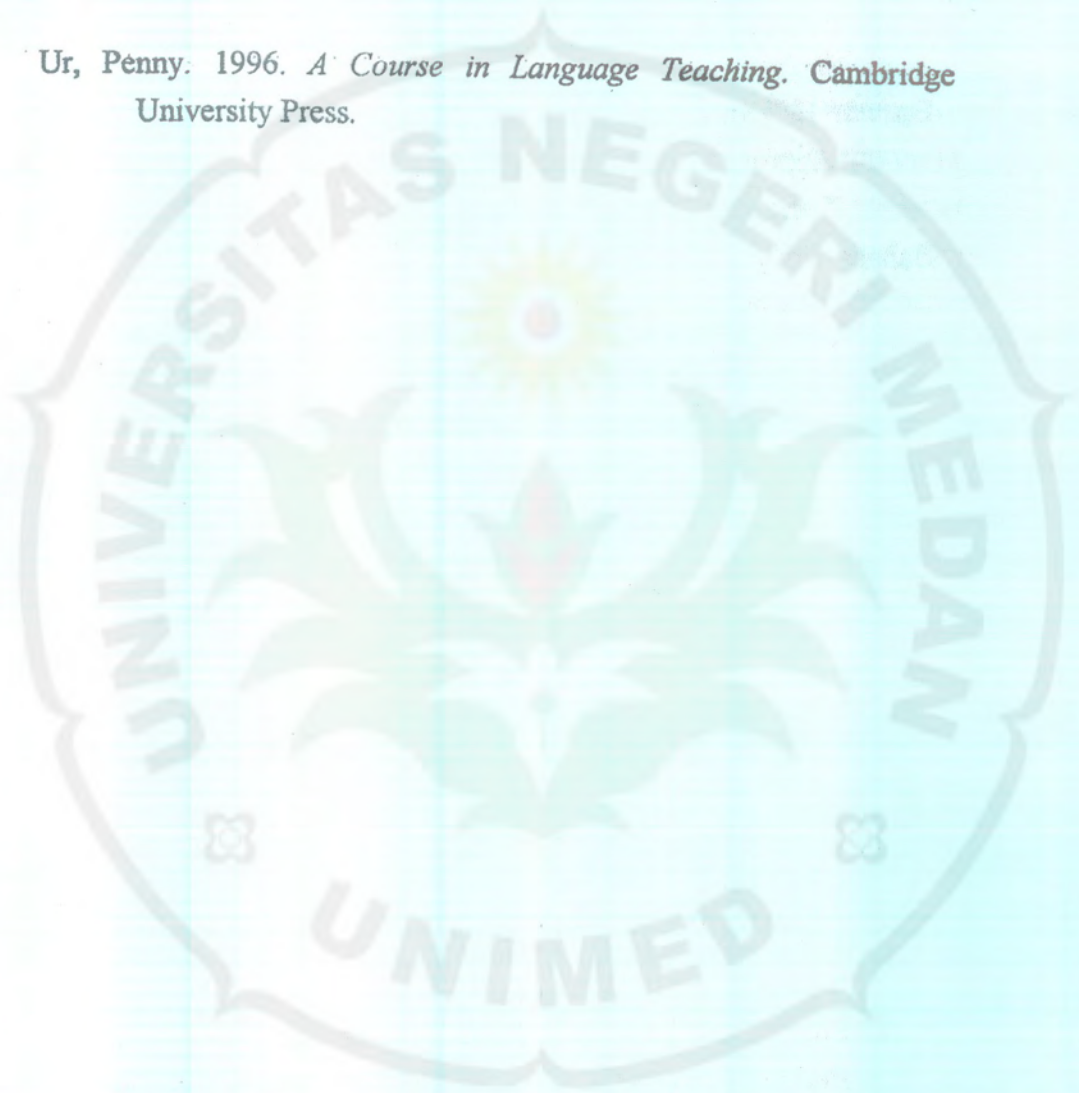


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