

## Chapter Four

### Finding and Discussion

This chapter presents finding and discussion of the study. There are two parts of this chapter, first is finding and second is discussion. The findings are the evidences to answer the research question of this study namely: the student teacher's understanding about the learning cycles of the genre based approach and the student teacher's perception on the implementation of genre based approach in teaching practice.

#### Findings

**Finding 1.** The finding indicates the student teacher's understanding about learning cycles in genre based approach. Here, the researcher found finding about the student-teachers' understanding in the learning cycles of the genre based approach.

In the findings of the first category revealed that all student-teachers' already know the genre based approach. Two student-teachers' confidently shared that they know about the genre based approach. The evidence that student-teachers' know about the genre based approach is meant as expressed by the participants as follows:

... yes, I am applying the genre based approach when I was doing the field teaching practice and even I write it on my lesson plan (R2)

...yes, I know about genre based approach (R3)

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

The two other participants also know about genre based approach but they do not really understand about it. It appeared from their responses that they do not really believe that they know about the genre based approach. The evidence for this is listed below:

... I have heard about it but I do not really understand (R1)

...I know little bit (R4)

However, although the participants have different response, but all of them can answer the entire question related to the understanding of genre based approach. It shows that all of them know about the genre based approach. The next finding will shows the student-teachers' understanding in the learning cycles of genre based approach.

***Student teacher's understanding in the learning cycles of genre based approach.*** The first finding presents the student teacher's understanding in the learning cycles of the genre based approach. This evidence is to support the previous finding about the student-teachers' understanding about the genre based approach. Here the researcher found that all participants have a superior knowledge about the learning cycles of the genre based approach. The learning cycles itself consist of building knowledge of the field (BKOF), modelling of the text (MOT), join construction of the text (JCOT) and independent construction of the text (ICOT). It is proved because they can mention the four learning cycles that exist in the genre based approach. Here are the evidences:

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

### *Student-teachers' understanding in Building Knowledge of The Field*

**(BKOF)**. Building knowledge of the field is the first step in the learning cycles of the genre based approach. The researcher found that all participants know about this first step. However, only two out of four participants who can explain their understanding about building knowledge of the field (BKOF). The participants defined building knowledge of the field as a warming up activity and stimulation. Here are the response:

... first is warming up in building knowledge of the field. (R1)

... first step called BKOF building knowledge of the field, there I stimulated students slowly to get in to the learning. (R2)

... there are four stages in genre based approach, the first activity called building knowledge of the field. (R3)

... first activity in genre based approach is BKOF (R4)

***Student-teachers' understanding in Modelling of The Text (MOT)***. The second step in the learning cycles of the genre based approach is modeling of the text. It is time for teacher to give example to the students about the material that teacher will teach. Here all participants also mention this step as a part of the learning cycles of the genre based approach. However, only two out of four participants who can explain the second step. They defined modeling of the text as giving example activity. The evidences of the responds are listed below:

... then giving example in modelling of the text (R1)

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

... then, there is modeling of the text (R2)

... the next is modelling of the text (R3)

... then I give them example in modelling of the text (R4)

### *Student-teachers' understanding in Join Construction of The Text*

**(JCOT)**. Join construction of the text is the third step in the learning cycles of genre based approach. Similar to the previous steps, here the researcher also found that all participants mention about this step. Nevertheless, three out of four participants can explain about join construction of the text. They defined it as an activity when they divided students into some group and work together. Here are their responds:

... continued by dividing students into some groups in join construction of the text. (R1)

... after that there is join construction of the text, there I ask students to work in group. (R2)

... continued by join construction of the text (R3)

... after that I ask students to work in group to make a product in Join Construct. Then I also will ask them to present it in front of the class. (R4)

### *Student-teachers' understanding in Independent Construction of The Text*

**(ICOT)**. The final step in the learning cycles of genre based approach called independent construction of the text. Here, the researcher also found that all

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

participants completed the learning cycles of the genre based approach by mentioning this step. The response of the participants are listed below:

... in the end there is independent construction of text, teacher will give student task to by themselves in class or homework (R1)

... finally there is ICOT, there I am confident to give individual tasks to student in the homework (R2)

... the next is individual construction of the text (R3)

... after join construct is individual (R4)

However, some of the participants did not elaborate the explanation of the independent construction of the text. Two out of four participants defined it as an activity when the teacher gives task to students individually. The student-teachers' understanding in the learning cycle of the genre based approach was very good. It is because all of the participants can mention all the steps in the learning cycles correctly. This evidence proved that the student-teachers' have an excellent understanding about the learning cycles of the genre based approach.

**Finding 2.** The second finding revealed the student teacher's perception towards the implementation of the genre based approach in teaching practice.

*Genre based approach is good to apply in the teaching practice.* This finding revealed what students feel about the genre based approach. Two of the participants said that the genre based approach is good to apply in the teaching practice. All of them said that the thing that makes the genre based approach is

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

good to apply in teaching practice is because the learning cycles itself. The genre based approach is good to apply in the teaching practice is meant as expressed by participants, as follows:

... in my opinion, it is good for us to implement genre based approach in the teaching (R3)

... for me, genre based approach is good to apply in the teaching practice, but it does not mean the other method is not good (R4)

In short, the genre based approach is a good method for student teacher to apply in the teaching practice. However one participant adds that although the genre based approach is good to apply in teaching practice, it does not mean that other methods is not good to apply in teaching practice. The next finding will shows that the genre based approach make the teaching and learning more structured.

### ***Genre based approach makes teaching and learning more structured.***

Three out of four participants said that the genre based approach makes their teaching and learning more structured. The response from the participants can be seen below:

... genre based approach makes teacher easy to run the class. It is because the teaching was systematic and structured by the steps in genre based approach like BKOF, MOT, JCOT and ICOT (R1)

... applying genre based approach in teaching practice makes the learning process more structured (R3)

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

... genre based approach is one of the teaching method where the way of teaching was more structured because of the BKOF, MOT, JCOT and ICOT (R4)

The evidence above revealed that the learning cycles of genre based approach really makes teaching and learning more organized. It helps student-teachers' run the class well. By using the genre based approach, student-teachers' only need to follow the learning cycles. Besides it is good to apply and very structured, genre based approach was also easy to practice. The evidence that genre based approach was easy to practice revealed in the next finding.

*Genre based approach is easy to practice.* After showing the evidence that the genre based approach is good to apply in teaching practice and the learning cycles of genre based approach can make the teaching and learning more structured, here the researcher wants to shows other finding related to the implementation of genre based approach in teaching practice. One participant of this research tells that the genre based approach is easy to practice. She gave the clear example what easy to practice means. Here is the response by the participant:

... for me it is easy to practice. Because by using genre based approach we can teach themes and language function using that approach. For example when we teach past tense using genre based approach, we are not always teaching the past tense formula, but we can show the past tense by the recount text that we are teaching. Furthermore, we also can modify the

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

activities from reading to writing or from listening to speaking using that approach. (R2)

Here the participants want to shows her perception that the genre based approach is easy to practice based on her experience. There, participant thinks that by using the genre based approach, student teacher can modify the classroom activities. This finding revealed that genre based approach was easy to practice by student-teachers'.

### **Discussion**

The discussion part of the research is to support the finding that was already presented in the previous part. Here the researcher elaborates every point of the finding such as student-teachers' understanding in the genre based approach and student teacher understanding in the learning cycles of genre based approach. In addition this part also discusses some findings related to the student-teachers' perception on the implementation of genre based approach in teaching practice.

The findings are; genre based approach is good to apply in teaching practice, learning cycles of genre based approach make the teaching and learning more structured and the last is genre based approach is easy to practice. The elaboration in this part to help the finding in answering the research question of this research.

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

**Finding 1.** Finding 1 shows the student teacher's understanding in the learning cycles in the genre based approach.

*Student teacher's understanding in the learning cycles of the genre based approach.* By conducting in-depth interviews, the researcher explored the extent of the participant's understanding about the genre-based approach. Here, the participant began to explain about the stages that exist in the genre-based approach. From all participants, they are able to explain step by step in the genre-based approach. Summarizing the stages described by participants was as follows. First there is the building of knowledge of the field (BKOF). This activity is the first or brainstorming activity, usually in this stage teachers warming up by asking questions related to the material to be taught. Then after brainstorming completed followed by modeling of the text (MOT). Here the teacher will give an example of a text or material will be taught. After the students receive an explanation about the material being taught, the teacher will divide the students into groups and ask them to discuss and make the product of learning outcomes. This step is called the joint construction of the text (JCOT). In the final stages of the genre-based approach there is the stages called independent construction of the text (ICOT). In this stage the students will be asked to create their own product material that has been taught. This task is usually given as homework, but sometimes this task was given in the classroom.

The explanation about the stages above in line with the literature presented chapter two. Hammond et al, (as cited in Agustien, 2004) presented the learning cycles of genre based approach consist of building knowledge of the field

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

(BKOF), Modelling of the text (MOT), Join construction of the text (JCOT) and Independent construction of the text (ICOT). This further reinforces the belief of the researcher that the genre-based approach is easily mastered by the student teacher.

**Finding 2.** Finding 2 revealed the student-teachers' perception towards the implementation of genre based approach in teaching practice.

*Genre based approach is good to apply in the teaching practice.* Refers to the finding above, two participants said that the genre based approach is good to apply in the teaching practice. However one participant adds that although genre based approach is good to apply in teaching practice, it does not mean that other methods is not good to be applied in teaching practice. Good here means that the genre based approach is beneficial or useful for the student-teachers'. This finding is in line with Sidaway (2006) who wrote a research titled *the genre approach to teach writing teenagers and adult*. He found that genre based approach is very useful in the classroom.

Rosberry (1998) did the experimental study in the University of Brunei Darussalam for academic classes using short tourist information in English. He divided participants into two group; a group which used the genre approach and the group which did not employ genre based approach in the same writing task. As the result, the group which used the genre based approach did better than the non-genre group. The data showed that knowledge of the typical structure of the content made it easier for learners to arrange their ideas in terms of both achieving their communicative goals and producing more well organized writing. This

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

research proved that the genre based approach increased the learners understanding of both rhetorical structure and the linguistic feature. In the other hand this finding shows that genre based approach is good to apply in teaching practice.

*Genre based approach makes teaching and learning more structured.* All of the participants mention that the thing that makes the genre based approach good is because the learning cycles itself. Student teacher can follow the learning cycles of genre based approach to run the teaching and learning activities. On the other hand, three of the participants said that the learning cycles in genre based approach also makes their teaching and learning more structured. Structured here means that when they teach using the genre based approach they will be easy to choose activities that student teacher want to do on their class. Sidaway (2006) getting point from his research that the genre based approach with the learning cycle inside can be useful for teaching writing. He also ads that he wants to convince people that genre based approach can provide useful framework for the teaching of writing to non-native speakers. This finding really match with the student-teachers', because they also teach English as a foreign language or in other words, student-teachers' teach English to non-native speakers. Therefore this finding also proved that the genre based approach can makes teaching and learning more structured.

*Genre based approach is easy to practice.* In this research, the researcher also found a finding related to the implementation of genre based approach in teaching practice. The researcher found that there is one participant assumed that

## STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

the genre based approach is easy to practice. She wants to shows her perception that the genre based approach is easy to practice according to what she had experienced. There, participant thinks that by using genre based approach, student-teachers' can modify the classroom activities. She also gave the clear example what easy to practice means to her. The participant argues that by using the genre based approach student-teachers' can teach themes and language function using that approach. For example when student-teachers' teach past tense using genre based approach, student-teachers' do not always teach the past tense formula, but they can shows the past tense by the recount text that they want to teach. Furthermore, student teacher also can modify the activities from reading to writing or from listening to speaking using that approach.

The finding is in line with Bakhtin (as cited in Kim, 2015), he stated that genres always evolve through incorporating a rich variety of voices, styles, discourse, features and point of view. The genre approach allows student to be exposed to the plurality of a genre, which implies that students still have chances to develop their creativity in the genre approach. It means that in genre based approach both of student and teacher can explore their creativity to create an interesting teaching and learning activities. Lastly this finding shows that the other feature of the genre based approach is that genre based approach is easy to practice by student-teachers'. Since they can explore their creativity in teaching.