TEACHERS' PERSPECTIVE OF TEACHING LANGUAGE FEATURES IN HIGH SCHOOL: A QUALITATIVE RESEARCH

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Abstract

This study was intended to explore in depth how language features are taught in High School. Qualitative research was used in this study as the research design. The subject of the study was the teacher who has been trained to teach by using the newest curriculum, Independent Curriculum. The data were collected by using two interviews and two observations. The result of this study finds that the teacher understood the language features in a genre-based approach based on the curriculum. The teacher had known that the English lesson was taught by using a genre-based approach. Furthermore, the teacher could teach the language features by following the steps of the genre-based approach. She also structured the tasks communicatively. It is in line with the characteristics of genre-based approach. To sum up, the researcher finds some findings in this study. The teacher follows the steps of a genre-based approach in teaching language features. The process of teaching was delivered inductively. This also means that the teacher applied to focus on meaning. Additionally, the teacher also used indirect instruction. It means the teacher applied student-centered learning. All these indicate that in teaching language features, the teacher follows the rules of the curriculum.

Keywords: Grammar, Language Features, Genre-Based Approach

INTRODUCTION

Grammar is one of the parts in the language features. Ariza (2022, p. 1) identified that teaching grammar in high school experiences problems. In her study, she found that the teacher did not have enough knowledge to teach grammar using the newest curriculum, independent curriculum. Besides, grammar is considered an integral part of learning a language. When students learn a language, they should learn the grammatical rules to raise their grammatical competence. Grammatical competence is the ability to apply the grammar rules to understand a message and to be understood when sending the message. This competence is very essential because without understanding the grammatical rules, learners will not be able to use English correctly because they are only at the vocabulary words level (Wong & Marlys, 2012, p. 63). As a result, teaching grammar is very useful for the students. Regarding an independent curriculum that implements communicative competence, the teaching of grammar should follow the rule of communicative competence.

Indonesian teachers are accustomed to teaching grammar explicitly (Ariza, 2022, p. 1). Explicit grammar instruction means a teacher draws students' attention to a target linguistic form in more direct and explicit ways, such as explaining grammar rules, searching for grammar rules, and making an overgeneralization of a grammar rule (Eliasi, Salehi, & Borji, 2013, p. 477). Ellis (2006,p. 86) adds that explicit instruction of grammar, which refers to raising awareness of the grammatical rules of the language, is necessary for learners' linguistic development because it leads to learners noticing their errors. Krashen (1982, p. 120) argues against Ellis' claim. He argues that learners should improve their implicit knowledge rather than learning grammar by heart or drilling model sentences because explicit knowledge cannot transfer to implicit knowledge which

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is used for communication (Terrell, 2010, p. 54). In explicit grammar instruction, learners will have several chances for noticing and understanding a linguistic form. However, they are not very likely to pay attention to the meaning and function of the language (Wong & Marlys, 2012, p. 62). It is in contrast to the principle of communicative competence. The introduction of communicative competence has changed the objective of language learning from focusing on the language form to focus on meaning.

The issue of grammar teaching lies in how to teach grammar, not on whether to include grammar in the syllabus. It is shown in the study of Ariza (2022, p. 2). She found the issue of teaching grammar in the descriptive text of the Junior High School curriculum. The point of grammar is in the third of Basic Competence. It is also found in Grade X, which analyzes social function, the organizational structure of the text, and language features from the simple descriptive text about people, tourism objects, and popular historic buildings based on the use of the context (Permendikbud, 69/2013). Social Function means people should speak or write based on the context. Organization structure of the text, known as generic structure, is the organization of the text. Language features embrace the patterns of grammar, vocabulary, and cohesion structure texts into stages which support the purpose of the genre Hyland (2007, p. 150). According to Biber and Conrad (2009, p. 56), language features involve vocabulary distributions, grammatical classes and syntactic constructions. Similarly, Tuan (2011, p. 1471) state that language features consist of grammar, vocabulary, and connectors. M.A.K. Halliday and Matthiessen (2014, p. 7) claim that in language, the writing system has a close relationship with the sound system. They name it as grammar. Grammar also provides resources as guidance to develop a text. These resources are beyond the domain of the clause complex, but they are concerned with cohesion rather than

with structure (M.A.K. Halliday & Matthiessen, 2014, p. 549). It means the term of cohesion includes in the term of grammar. M.A.K. Halliday and Matthiessen (2014, p. 7) also add that grammar and vocabulary are not two separate components of a language. They are the two components of a single continuum. Based on the explanation above, it can be concluded that generally, language features cover grammar, vocabulary, and cohesive devices of the text. This shows that grammar teaching will be in the teaching of text- genre, specifically in the teaching of language features of the text.

Language features are the components that cannot be separated in the text. It will be easy for the readers to understand the text when the text has correct structure. As explained above, the role of grammar and vocabulary cannot be separated within a text. The choice of vocabulary is also important to determine whether the text is considered a good text or not (Tuan, 2011, p. 1471). Nevertheless, there are still many students who do not have enough English vocabulary. It is proved by the study from Kareina (2013, p. 98). She found that there were still many students who had problems in mastering English vocabulary. They were difficult to memorize the English vocabulary. Those problems also influenced their ability to write a text. This study indicates that teaching vocabulary needs to be explored.

Henceforth, cohesive devices can be categorized as a part of language features in the text. Cohesion system was mainly introduced by M. A. K. Halliday and Hasan (1976, p. 132). The cohesive devices refer to the relation of meaning that exists within the text and define it as a text. M. A. K. Halliday and Hasan (1976, p. 140) identify five types of cohesion in English. They are reference, substitution, ellipsis, conjunction, and lexical cohesion. Those devices make the sentences hang together as the unity of a text.

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As stated above, language features are considered an important part of a text. The features are correlated with each other. Nonetheless, the teaching of language features including grammar, vocabulary, and so forth, especially in an Independent curriculum does not run appropriately. As identified by Ariza (2014, p. 3), teachers did not have enough knowledge how to teach English lessons by using Independent curriculum. Therefore, teachers have to change their teaching acts. They should follow the policy of Independent curriculum.

In this study, the researcher implements genre-based approach in the teaching of language features. This study is intended to explore in depth how the language features are taught in High School. Specifically, it investigates how language features are taught in Independent curriculum by a teacher who has been trained to teach by using the curriculum.

Based on the background of the study above, the questions of the problem are formulated as follows:

1. What is the teacher's understanding of language features in a genre-based approach?

2. How does the teacher teach language features through the implementation of genre-based approach?

3. How are the tasks assigned by the teacher structured in the teaching of language features through genre-based approach?

LITERATURE REVIEW

In the teaching of genre-based approach, the communicative competence can also be applied. Genre-based approach values teacher-learner interaction as

well as interaction between students (Masitoh & Suprijadi, 2015, p. 41). Hyland (2003, p. 20) states that all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes. Therefore, the communicative purposes and the structural features should be identified when genres are used in writing class. The structural features cover standards of organization structure and language features. These are considered as the components which cannot be separated in a text. Common sets of language features can constitute a text type. As such, language features embrace the patterns of grammar, vocabulary, and cohesion structuring texts into stages that support the purpose of the genre. It means when the teachers teach grammar, vocabulary, and cohesive devices, automatically they also teach the language features of the text. Those features can be taught by implementing a genre-based approach.

According to Hammond (2001, p. 40), genre-based approach has four main stages for developing control of a genre. The first stage is Building the Context or Knowledge of the Field. In this stage, the students are introduced to the social context of an authentic model of the text type being studied through pictures, audio-visual material, realia, excursions, guest speakers, etc. Second, Modeling and Deconstructing the Text, which assigns the students to investigate the structural patterns and language features of the model at text-level, clause-level and expression level. The third phase is Joint Construction of Text. The activity includes contributing to the construction of whole example of the text-type. The last stage is Independent Construction of Text. It is known as the production stage in which the students are asked to work independently with the text.

In genre based approach, the position of language features is in the stage of Modeling and Deconstructing the Text. This is in the second stage of genre-based

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approach. The students can learn the grammatical rules of the text during this stage. The students can also learn vocabulary and the other components of the text in this stage, known as cohesive devices. The aims of this stage are to familiarize the students with the target text-type or genre and to draw the students' attention to organizational and linguistic features found in the text (Ilyasa, 2013, p. 2). In this stage, the communicative competence is established. It means the students must undertake the communicative activities. For instance, the students are asked to highlight the salient lexical and grammatical features through re-assembling some texts. They can observe the text to get the conclusion of the pattern or grammatical structure used in the text. They can also identify the vocabulary and the cohesive devices that are used in the text. Then they can go to the next stage, which is the Joint Construction of Text to apply the pattern they obtained into their text (Munir, 2015, p. 3). All these indicate that language features including grammar, vocabulary, and cohesive devices can be taught through a genre-based approach in written form.

RESEARCH METHOD

In this study, qualitative research was used as the research design. The reasons were this study is intended to describe the teacher's understanding about language features in genre-based approach, to describe the teaching of language features through the implementation of genre-based approach conducted by the teacher, and to explain how the tasks assigned by the teacher are structured in the teaching of language features through genre-based approach.

The subject of the study is the English teacher of SMA Negeri 1 Pacet. Actually, there are four English teachers in that school. Yet, the researcher only

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chose one teacher as the subject of the study.The main reason was the teacher has been trained to teach by using Independent curriculum. She can also implement the rule of independence in the process of teaching. As a result, the teacher has experience in teaching the language features in High school

To answer the research question number 1, the data was collected by using interview. The data includes the statements obtained by the interview of the teacher before the teaching of language features through the implementation of genre-based approach. The source of data is the results of teacher's interview to describe the teacher's understanding about language features in genre-based approach. In this study, the researcher took interview notes to describe teacher's understanding about language features in genre-based approach. As a result, the semi structured interview was used for this stage. The time allocation of the interview was about 30 minutes. Furthermore, the instrument of this study is the interview guided questions. The interview guided questions of this study were arranged to seek the description of teacher's understanding about language features in genre-based approach. The interview questions are classified into four indicators as follows:

1. Question 1 deals with the knowledge of the teacher about language features

2. Questions 2 deals with the knowledge of the teacher about teaching of language features Question 3 deals with the preparation of the teacher in teaching of language features through genre-based approach

3. Question 4 deals with the stages how to teach language features through genre-based approach for the research question number 2, the data was collected by using observation. To describe the teaching of language features through the implementation of genre-based approach conducted by the teacher, the data is the

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action made by the teacher during the teaching of language features through the implementation of genre-based approach. Then the source of data is the observation towards the teacher conducted by the researcher to get the answer of research question number 2. In this stage, the researcher acted as a non-participant observer. The researcher wrote everything related to the activity of the teacher in the teaching of language features through genre-based approach. As a result, the researcher conducted unstructured observation. The researcher used field notes as the data recorded during an observation. This observation was conducted in three different classes, but with the same teacher. The classes are X MIA 3, X MIA 4, and X MIA 5. The first class was held on Wednesday, May 11th, 2016 at 07.00 a.m – 8.30 a.m. Then the second was held on Wednesday, May 11th, 2016 at 10.20 a.m – 11.40 a.m. Meanwhile, the third class was begun on Wednesday, May 11th,2016 at 12.15 p.m – 13.45 p.m. Each observation needed 90 minutes, which was the time of one meeting in the classroom.

To answer the research question number 3, the data was collected by using observation. The data was also collected by using interview to support the data obtained by the observation. The data is the teacher's verbal activity. It includes teacher's instructions and questions. Another data is the statements obtained by the teacher after the teaching of language features through the implementation of a genre-based approach. The source of data is the observation of the teacher in the classroom and the results of the teacher's interview to explain the tasks assigned by the teacher structured in the teaching of language features through a genre-based approach. The classroom observation was conducted at the same time as the previous observation. Both of them are similar, but the purpose of these observations is different. This observation is used to explain the tasks assigned by

the teacher structured in the teaching of language features through genre-based approach. This means the researcher also observed the activities of the teacher in giving the tasks to the students. The activity of the teacher in assigning the task about the language features was written in field notes. Furthermore, the interview towards the teacher was conducted in this study. This interview was conducted after the teaching of language features through genre-based approach is implemented. The time allocation was 30 minutes to complete this interview. This interview is conducted to explain the tasks assigned by the teacher structured in the teaching of language features through a genre-based approach. This interview was used to support the data from observation. Therefore, the interview questions should be related to the points of classroom observation. As a result, the unstructured interview was conducted at this stage. As in the previous interview, the instrument of this study is the interview-guided questions. The interview-guided questions are classified into three indicators as follows:

1. Question 1 deals with kinds of tasks given by the teacher in teaching of language features throughgenre-based approach

2. Question 2 deals with the explanation how those kinds of tasks are structured

3. Question 3 deals with the explanation why the teacher chooses those tasks as materials in teachingof language features through a genre-based approach

    After collecting the data, the analysis of the data was carried out. The data obtained from interview notes which recorded the conversation between the researcher and teacher was simplified and abstracted into the interview transcript. The important points of the statements made by the teacher related to the interview questions were identified to simplify and abstract the data. The results of the data gave the information about teacher's understanding about

language features in genre-based approach.

In the process of selecting, the data from field notes was taken and determined which parts of the data which considered as important and less important. The important data was taken while the less important data was put aside. Then the selected data was simplified and abstracted. To summarize and abstract the data, it needed the detailed of explanation. The researcher merely took the important points related to research question number 2, which is "how does the teacher teach language features through the implementation of genre-based approach". By the process of simplifying and abstracting, it was found the information concerning the description of the teaching of language features through the implementation of genre-based approach conducted by the teacher.

In this step, the written-up field notes are analyzed to get the answer of the third research question, which is "how are the tasks assigned by the teacher structured in the teaching of language features through genre-based approach". The data was selected to get the important points related to the research question. Then the data was simplified and abstracted. As a result, the explanation about the tasks which assigned by the teacher in the teaching of language features through genre-based approach was identified. Subsequently, the interview transcript was also simplified and abstracted. The researcher identified the important points of the teacher's statements related to the data of the classroom observation. The analysis of written-up field notes and interview transcript was used to get the whole explanation related to the task assigned by the teacher in the teaching of language features through a genre-based approach.

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RESULTS AND DISCUSSION

Based on the interview, it was found that the teacher had understood about the characteristics andelements of language features in genre based approach. She understood that language features cover grammar, vocabulary, and cohesive devices. This shows in the statement below.

Teacher   : Usually, language features are found in the text. Language features are the grammar used in a text. Not only the grammar, but the language features also covered cohesive devicesand vocabulary of the text.

The teacher added that in High School, the English lesson was taught by using genre-based approach. The instruction of learning Genre-Based Approach (GBA) is clearly seen in the foreword in Teacher Book of English book created by Ministry of Education and Cultures (2014) for grade X, stating that "Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan bahasa Inggris sebagai wahana komunikasi" (Kemendikbud, 2014, p. iii). As a result, the teaching of language features could be taught through the text.

Furthermore, by reviewing the result of the interview, it was found that the teacher knew how to teach language features through the implementation of a genre-based approach. It was in line with the statement made by Tamir (1988) that the teachers should have an understanding of what is to be learned. The teacher understood how to teach the language features including grammar, vocabulary, and cohesive devices through a genre-based approach. She could mention the steps of genre-based approach. They were building the context or knowledge of the field, modeling and deconstructing the text, joint construction of text, and independent construction of text. She explained that the position of language

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features was in the stage of modeling and deconstructing the text. This was in the second stage of genre-based approach. During this stage, the students can learn the grammatical rules of the text. The students can also learn vocabulary and cohesive devices of the text in this stage. It is compatible with the statement proposed by Feez and Joyce (1998). Feez and Joyce (1998) stated that the aim of modeling and deconstructing the text stage is to build up students'understanding of the purpose, overall structure, and language features of the particular text types.

Besides, the activities conducted by the teacher showed that the teacher could teach the languagefeatures by implementing genre-based approach. It was clearly seen that the teacher followed the steps of genre-based approach proposed by Feez and Joyce (1998) and Hammond (2001). The steps of genre-based approach were building the context or knowledge of the field, modeling and deconstructing the text, joint construction of the text, and independent construction of the text. She also understood that the focus of language features in the genre-based approach is in the second stage, which is the modeling and deconstructing of text. During the second stage, she conducted some activities to make the students focus on the language features of recount text. The activities covered teaching grammar, vocabulary, and cohesive devices. So that, the students could understand the language features used in the recount text through the implementation of genre-based approach. Here is the review how the teacher taught the language features including grammar, vocabulary, and cohesive devices during the second stage of genre-based approach in this research.

In teaching grammar, firstly, the teacher asked the students to observe the text in order to get the information about grammar used in the text. Second, the teacher asked some questions related to the text. Then the teacher also gave a

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question related to the sentence of the text. She asked the students to explain about grammar used in the sentence. In the next activity, the teacher asked the students to rearrange the sentences that already written on the whiteboard. Then she asked the students to analyze the text. The analysis covers the social function, generic structure, and language features of the text. Yet, the focus of the analysis is the language features of the text including grammar. Then the teacher conducted the discussion with the students. At last, the teacher asked the students to take a conclusion related to the language features of the text.

In teaching vocabulary, the teacher started to ask some questions related to the text. The teacher also gave a question related to the sentence of the text. She asked the students to explain about vocabulary used in the sentence. After that, the teacher asked the students to answer the 6 questions related to the text. The teacher let the students to work by themselves. Through this activity, the teacher intended to teach the language features of the text including vocabulary. The question number 5 was about the vocabulary of the text. The question number 5 was "List the noun and pronoun of the text". Then the teacher asked the students to rearrange the sentences that already written on the whiteboard. Then she asked the students to analyze the text. The analysis covers the social function, generic structure, and language features of the text. Yet, the focus of the analysis is the language features of the text including vocabulary of the text. Then the teacher conducted the discussion with the students. At last, the teacher asked the students to take a conclusion related to the language features of the text.

In teaching cohesive devices, the teacher began to ask the students to answer the 6 questions related to the text. The teacher let the students to work by themselves. Through this activity, the teacher intended to teach the language features of the text including cohesive devices. Due to the question number 6 was

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about the cohesive devices of the text. The question number 6 was "What are the conjunctions to show chronological order of the event?". Then the teacher asked the students to rearrange the sentences that already written on the whiteboard. Then she asked the students to analyze the text. The analysis covers the social function, generic structure, and language features of the text. Yet, the focus of the analysis is the language features of the text including the cohesive devices of the text. Then the teacher conducted the discussion with the students. At last, the teacher asked the students to make a conclusion related to the language features of the text.

In addition, based on the data observation, most of the activities were delivered inductively. It could be seen from the activities of the teacher in the teaching of language features through the implementation of genre-based approach. For instance the teacher gave an example of the text. Then the teacher asked the students to observe/analyze the text to get the conclusion about the language features of the text. This means the teacher applied inductive reasoning. The previous instance is in line with the statement made by Brown (2007). He states that inductive reasoning is a movement from the specific instances then induces the rule or conclusion that subsumes the specific. The use of inductive reasoning is also agreed by Independent curriculum. This curriculum applies inductive reasoning for the development of higher order thinking skills. Furthermore, the researcher also finds that the teacher applied focus on meaning. This activity is very helpful for the students to develop their higher order thinking skill as suggested by Independent curriculum. It is supported by Nick Ellis (2002) in Brown (2007). She suggested that in developing the input for language acquisition, meaningfulness is considered as the key of learning. Focus on meaning means the teaching is emphasized on the meaning of a language. So, the

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teacher did not focus on the form of language. Shedid not teach by giving a certain grammatical rule. She taught language features including grammar, vocabulary, and cohesive devices by giving the text.

Next, based on the data observation and inteview, the researcher gets the explanation related to the tasks structured by the teacher in teaching the language features through genre-based approach. The data shows that there were various tasks given by the teacher in teaching of language features through genre-based approach. The researcher finds that the teacher drew the written pattern in structuring the tasks to teach the language features. The written pattern covers the grammar, vocabulary, and cohesive devices of the text. The researcher also finds that the tasks structured by theteacher focused on the second stage of genre-based approach. Here is the review of the tasks structured by the teacher in teaching of the language features including grammar, vocabulary, and cohesive devices during the second stage of genre-based approach in this research.

In teaching grammar, the teacher started to ask the students to observe the text in order to get the information about the grammar used in the text. Then the teacher asked the students some questions related to the text. The teacher also gave a question related to the sentence of the text. She asked the students to explain about grammar used in the sentence. In the next task, the teacher asked the students to analyze the text. Before that, the teacher asked the students to rearrange the sentences that already written on the whiteboard. The analysis covers the social function, generic structure, and language features of the text. Yet, the focus of the analysis is the language features of the text including grammar.

In teaching vocabulary, the teacher asked the students some questions related to the text. The teacher also gave a question related to the sentence of the

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text. She asked the students to explain about vocabulary used in the sentence. Next, the teacher asked the students to answer the 6 questions related to the text. The question number 5 was about the vocabulary of the text. The question number 5 was "List the noun and pronoun of the text". Then the teacher asked the students to analyze the text. Before that, the teacher asked the students to rearrange the sentences that already written on the whiteboard. The analysis covers the social function, generic structure, and language features of the text. Yet, the focus of the analysis is the language features of the text including vocabulary.

In teaching cohesive devices, the teacher gave some tasks to the students. The first task is the teacher asked the students to answer the 6 questions related to the text. The question number 6 was about the cohesive devices of the text. The question number 6 was "What are the conjunctions to show chronological order of the event?". Then the teacher asked the students to analyze the text. Before that, the teacher asked the students to rearrange the sentences that were already written on the whiteboard. The analysis covers the social function, generic structure, and language features of the text. Yet, the focus of the analysis is the language features of the text including cohesive devices.

By reviewing the tasks structured by the teacher in the teaching of language features through genre-based approach, the researcher finds that the teacher used indirect instruction. It means the teacher applied student-centered learning. So the students were more active in this teaching and learning process. It is supported by O'Malley and Chamot (1990). They state that inductive instruction provides the students an opportunity to involve in communicative activities. It can be seen from the tasks structured by the teacher. Most of the tasks asked the students to work by themselves. The teacher just acted as a facilitator.

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Additionally, based on the tasks structured by the teacher above, The tasks were in line with the characteristics of genre-based approach proposed by Feez and Joyce (1998, p. 24). First, they stated that learning language is a social activity. In this teaching activity, the teacher gave the students a chance to work in group. Yet, she tried to work together with the students to produce a text. It is found in the third step of genre-based approach, which was joint construction of text. Second, Feez and Joyce (1998) stated that learning occurs more effectively if teachers are explicit about what is expected of students. In this teaching of language features, the teacher gave explicit instructions to the students to do a certain task. The teacher made the situation of the class became more alive through the tasks. It was because the teacher gave the tasks communicatively. The teacher tried to make the students involve in communicative activities. It can be seen that the teacher always gave an opportunity for the students to express their ideas and opinion. It values teacher-learner interaction as well as interaction between students. Third, Feez and Joyce (1998) also proposed that the process of learning language is a series of scaffolding developmental steps which address different aspects of language. The activity of scaffolding is done by providing explicit knowledge and guided practice by the teacher. Scaffolding also provides the collaboration between teacher and student. It can be seen from the tasks given by the teacher in the teaching of language features, the teacher let the students to work by themselves. Yet, she led the students when they made a mistake by giving guidance. It means the teacher took on as an authoritative role in the teaching and learning process.

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CONCLUSION

Based on the findings and discussion, it can be concluded that the teacher understands about the characteristics and elements of language features in genre based approach. She understands that language features cover grammar, vocabulary, and cohesive devices. The teacher has known that in Independent curriculum, English is taught by using genre-based approach. The teacher also understands how the language features including grammar, vocabulary, and cohesive devices are taught by using genre-based approach. This means language features are taught by using the text. In the interview, the teacher mentioned the steps of genre based approach. They were building the context or knowledge of the field, modeling and deconstructing the text, joint construction of text, and independent construction of text. Furthermore, she explained that the focus of the teaching of language features in genre-based approach is in the second stage, which is modeling and deconstructing the text.

In the teaching of language features, the teacher followed the steps of genre-based approach They were building the context or knowledge of the field, modeling and deconstructing the text, joint construction of text, and independent construction of text. However, during the teaching process, the teacher gave more emphasis on the second stage of genre-based approach that is modeling and deconstructing the text. In the second stage, the teacher conducted some activities to make the students gave more focus on the language features of the text. The activities covered teaching grammar, vocabulary, and cohesive devices. As a result, the students could understand the language features used in the recount text through the implementation of genre-based approach. The teacher taught the language features through the text by giving several tasks. Furthermore, the

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teacher spenta long time in this stage. It was because the activities of teaching of language features were appropriate to be implemented in this stage.

In addition, during the teaching and learning process, the teacher applied inductive reasoning. It means the teacher taught from the specific instances then induces to the conclusion. She gave an example of the text, and then she asked the students to get the conclusion of the language features used in the text. This also means that the teacher applied focus on meaning. The teacher did not teach by giving a certain grammatical rule. She emphasized on the meaning of language through the text. This activity can lead the students to develop their higher order thinking skill. As a result, the teacher gave the students tasks that can lead them to be more active in the teaching and learning process. Thisis also related to the data obtained by the researcher to answer the third research question.

Based on the discussion, it is concluded that the teacher used indirect instruction. It means the teacher applied student-centered learning. It is shown from the tasks structured by the teacher. The teacher gave the tasks communicatively. The tasks were intended to make the students involve in communicative activities. As a result, the teacher gave the tasks about the language features including grammar, vocabulary, and cohesive devices through the text. It can be seen that the teacher drew written pattern in structuring the tasks. The tasks were given in the second stage of genre-based approach, which is the modeling and deconstructing the text.

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