THEORETICAL, PEDAGOGICAL, PRACTICAL VIEWS, AND THE SHIFT OF GENRE BASED INSTRUCTION

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ABSTRACT

This paper was written under the purpose of exploring in details about genre based Instruction (GBI). The exploration was carried out through conducting library research which furnished theoretical concept and implication of GBI. GBI as how it was nowadays became very famous to be applied for teaching writing where the same case occurred in Indonesia in that it was implemented into the English classroom for teaching English writing. GBI was uniquely powerful in its substance since it not only focused on the process of writing itself, but also stressed on the quality of writing work. This teaching method made students learn a language as how it was used in a particular social setting because the nature of genre was social-setting-based communication and that was the obvious phenomenon occurring when people used a language. In this paper, there were several elements which were discussed regarding GBI. They encompassed its theories including linguistic principles andlearning principles, both pedagogical and practical views in the classroom, a brief practical view about GBI in Indonesia, and the terminological shift of GBI occurring in Indonesia.

Keywords: Genre Based Instruction, Theories, Pedagogy, Practice, terminological shift

INTRODUCTION

Since the implementation of 2004 up to nowadays' curriculum, the pedagogy of English as a second language in Indonesia has been undertaken on the main basis of teaching reading and writing. It does not achieve up to 30 percent of teaching and learning materials within other skills such as listening and speaking rather than the two major previously mentioned

skills. What generates this curriculum design accounts for the primary source in the form of government regulation which postulates that the language education including English pedagogy must be running on the route of maintaining reading and writing culture (Chapter III, Article 21, Point 2).

The paradigm overlaying this regulation leads into the material design of English language pedagogy in Indonesia dominated by mostly reading and writing materials. Those materials range into the extent of a variety of genres. It is obviously automatic that the students need to cope with various kind of English genres while learning English at schools, the teachers' competences must subsequently also follow the needs of mastering both the concept, purpose, textual organization, and linguistic features for teaching English genres, and the teaching implementation itself must be in line with the basis of a particularly technical instruction upon English genres.

Talking more about the last issue other than students' and teachers' needs, the technical instruction for teaching English genre, there is a must for English teachers to view, learn, and practice more the application of one of popular instructional methods or techniques for teaching English genre, genre based instruction.

As a major sight, genre based instruction is very famous and more powerful to be applied for teaching writing since its essence is on the extent of constructivism principle. In other words the term constructivism in this sense represents a process of production in that if related to language teaching, it is more prevailing to indicate the process of construction for producing language such as writing.

In accordance with the above illustration, it is considered really necessary for English teachers or even lecturers to learn deeply about genre based instruction from theories to practice. Therefore, in this scientific article, the writer is interested in conducting a deep review regarding genre based instruction from theoretical, pedagogical, and practical views, and the current shift of genre based instruction.

THEORITICAL FRAMEWORK

Theoretical View of Genre Based Instruction

Genre based Instruction (GBI) is a method of teaching language that emerges as a result of undertaking genre analysis. Genre analysis is indicated as the study which views the way a language is used within a particular setting (Swales, 1990), and one that probes into how language is used meaningfully, or how its use is linked to meaning (Bhatia, 1993). As a language teaching method, GBI is more prevailing to be implemented for teaching writing as what commonly occurs in English language teaching classroom.

If it is viewed back to the paradigm of teaching writing itself, there are two prevalent approaches underlying its implementation. They range into the process approach and product approach. The former portrays the conduction where the teacher trains students to build, improve, and maintain their writing skills so that the learning process deals with a variety of classroom activities (Brown, 1994).

The latter leads into the teaching in that the teacher furnishes students with learning treatments under the primary purpose expecting that the students are capable of producing a qualified writing work, one which is readable and easily comprehended by the readers. Implicitly, this approach accounts for the teaching focus on the basis of readers' viewpoints.

As postulated by Fauziati (2014), the two general approaches as previously mentioned actually lie within the paradigm of Genre based Instruction. This synthesis is in line with the concept offered by Hammond (1992) regarding GBI in which this method covers three cycles of teaching phases in tandem to the major substance of the two general approaches of teaching writing.

For further details, Hammond (1992) emphasizes the teaching cycles that involve:

1. Modeling where the teacher introduces students about the social function of genre which is being learnt, the text features and linguistic features required to promote the genre to be communicative, and knowledge of the text itself.

2. Joint negotiation in which the teacher guides students to utilize what they have known and comprehended from

the modeling phase to write the text simultaneously as a particular genre that is learnt in progress. Here the learning activities engage in the interaction of teacher to students and that among students.

3. Independent construction in that the students are instructed to individually write a text as the learnt genre with using all relevant knowledge they have got in modeling phase and all experiences they have undergone in the second phase, joint negotiation.

If turning into the two general approaches of teaching writing, as in GBI, the process approach is naturally implemented in joint negotiation phase, and the other, the product approach lies within the last phase of GBI, independent construction since this activity does not end until the students are capable of writing merely, but continues to revising process and even publishing as to clearly manifest in how essential the quality of writing work that students have to produce.

It can subsequently be synthesized that Genre based Instruction is a language teaching method which develops classroom learning activities that represent the use of language within a particular setting, social function, and the focus of meaning orientation.

Principles within Genre Based Instruction

The persistence of Genre based Instruction possesses valuable learning principles which fortify how effective and powerful it could be implemented to the classroom especially in teaching writing. The following explanation will provide two prevailing principles within GBI.

Linguistic Principle

As GBI is defined as a teaching method generated from doing genre analysis, the linguistics principles of GBI are from linguistics theoretical bases commonly known by Rhetorical Structure Theory in North America (Mann and Thompson,1988), and Systemic Functional Linguistics Theory in Australia (Halliday and Hasan: 1989). Genre analysis, that emphasizes the field of how language is used in a particular setting and meaning orientation, is

obviously best to accurately identify the text organization and to analyze in detail the language features which are convenient with communicative purposes of the text (Henry and Roseberry, 1998).

Since the primary base of its principle is doing genre analysis, it is also important to view what is genre itself for further understanding about linguistics principle of GBI. Swales (1990) mentions that the term "genre" is deciphered as a class of social event where this implicitly manifests in a specific convention used by writers to express their communicative purpose.

Another idea regarding the substance of "genre" is also postulated byByram (2004) in that it is a staged, goal oriented, purposeful activity where speakers are engaged in their culture. The entire thoughts suggested by the above experts in portraying the term "genre" actually lead to a comprehensible key that genre is a specific social setting in which a communication is undertaken, it must be within a social setting and the communication must also convey its meanings under the purpose in the social convention.

The term "genre" under its fundamental substance then develops to be made into various classifications of texts. These text classifications are commonly subscribed to be language learning materials. As mentioned by Fauziati (2014) in her book Method of Teaching English as a Foreign Language: "Text type refers to prototypes defined according to their primary social purposes, and six main text types are identified as follows:

1. Narratives: tell a story, usually to entertain
2. Recounts (personal, factual): tell what happened
3. Information reports: provide factual information
4. Instructions: tell the listener or reader what to do
5. Explanations: explain how or why something happens
6. Expository: present or argue viewpoints"

If viewed more widely about the framework of genre, there are two major orientations in that they consist of the structure of text and the linguistic features. The text structure refers to the organization of ideas which become the purposeful bases of what and how the text is communicated. In addition, the linguistics features are smaller but more detail units related to what ideas lay

in every sentence, and how each of sentences is organized based on the rule of meaningful conveyance.

Learning Principle

The learning principle which exists behind the emergence of Genre based Instruction is the thought popularly disseminated by Vygotsky (1978) concerning with his socio-psychological learning theories. This thought is famous because Vygotsky develops the concept of zone of proximal development (ZPD). This is a conceptual thought that he popularized to argue the convention of standardized test as one commonly used to measure students' intelligence.

As Vygotsky's concept, he mentions that in order to measure students' intelligence, why not see their capability to solve problems other than measuring their score from completing standardized text. ZPD is zone or condition between actual development and potential development. As defined by Fauziati (2014), actual development is what the learner can do independently, whereas potential development refers to what the learner can do in the future.

ZPD is the most essential zone had by learners that can be utilized by the teacher to trigger their development in learning. Subsequently, considering more about the term learning itself, Vigotsky (1978), an American education psychologist, emphasizes that there are three phases where the act of learning should be gone through. They consist of object-regulated, others-regulated, and self-regulated.

Object-regulated is the condition where learners do acts of learning with viewing, exploring, understanding, even researching natural manifestations around their environment. These manifestations can be such as daily routine, objects or things around then, current phenomena occurring in their environment, learning materials provided in the class as things that they commonly deal with, and other related things near their existence.

However, what is called by a learning process is not ended only until this phase, object-regulated phase, there should be continuously undertaken to the next phase called others-regulated phase. Here, the learning process is guided by other experienced or knowledgeable people that learners find in their environment.

These people can be parents, teachers, brothers or sisters, friends, and other related people who can give contribution in the kind of guidance for helping learners know more about what they have observed in the previous phase, object-regulated one. Object-regulation will not work or it will not make sense if without the help of knowledgeable others as ones to guide them.

The last phase is self-regulation. It is the condition of learning where learners have understood what they observe in the object-regulated phase and what they could comprehend more after being guided by others on the second stage. Here, the learners have been able to independently develop their knowledge since the experiences they have got before can naturally maintain their capability to independently progress.

Further relevant concept of learning principle is also introduced by Bruner (1986) in that he talks about his theory of scaffolding. Scaffolding is lexically meant as the additional construction made by workers when they are making a building. Therefore, to sum up, the key is construction. Scaffolding is a power that the teacher inserts in learners' ZPD (zone of proximal development). In the act of learning process, the role of teacher is very substantial. The teacher is one who can powerfully be the guide for students to let them do learning in object regulation phase, and give them aids in others-regulation stage so that learners can eventually develop naturally and independently.

Pedagogical View of Genre Based Instruction

Further greeting to Vygotsky's notion about learning principle is then realized into the practice of teaching under the design of curriculum. As we can see, like the emergence of genre based instruction, it is actually the continuous product constructed on the bases of Vygotsy's notion. The concept and classroom conduction of GBI also has few variations, but those varieties do not yield into so much contrast due to that they basically derive from the same notion. The small variation can be viewed from the construct of Derewinka (1990) and Hammond (2001).

Derewinka (1990) suggests four phases of implementing GBI in the classroom when teaching writing in that they encompass: context exploration, text exploration, joint construction of a text, and individual application. Whereas, Hammond (2001) postulates

that there are three cycles of applying GBI which consist of modeling, joint negotiation, and independent construction. Somehow, as the Hammond's notion, the phase of modeling actually ranges into both context and text exploration as mentioned by Derewinka.

In addition the same concept is found in both joint construction and joint negotiation, and the exact similar idea is also encountered in either individual construction or independent construction. In this paper, let us discuss in a more detail about the implementation of GBI form the notion had by Derewinka (1990) as it is in line with Vygotsky's ideas. The account for taking Derewinka's idea is because it has been made multifaceted and easily deciphered.

According to Derewinka (1990), there are four phases of teaching writing with utilizing GBI. They encompass:

Context exploration

This is the act of teaching where the teacher creates an interaction to students about the context of genre which is being learned. The teacher asks students some questions to trigger their reasoning ability to detect any essential elements of the context. The interaction made here really resembles one commonly stimulated in the pre-teaching of communicative language teaching (CTL). The interaction is progressed as naturally as possible to help students understand the function of the genre, when the genre which is being leant is used, other related factors or components of context as required in comprehending the genre.

Text Exploration

In this stage of applying BGI, the teacher let students learn all needed elements of text as relevant to the genre being leant. This activity implies the notion of Vygotsky about ZPD especially on the idea of object-regulation. Here, the text which is explored becomes the natural manifestation that students use to learn. The teacher also helps students with giving some required guides so that they can easily catch the points being learnt. Here, when the teacher incorporates into providing guidance implicitly portrays the act of others-regulation as postulated by Vygotsky.

The elements which are explored in the text cover both text organization and linguistics features relevant to the context of the learnt genre. In this phase, the interaction which is maintained is different from CLT at which CLT promotes the stimulus of a natural language usage in a real communication, but GBI develops interaction where students can cooperatively solve problems as to be able to produce functional text under social purposes. For the element of linguistic features, the classroom conduction commonly varies to make it creative. The activities can be like doing grammatical exercise, filling the provided gaps of a complete text, and other essentially relevant activities.

Joint Construction

This activity is focused on cooperative learning which engages all students under the help of teacher to create the text as the learnt genre. This phase really goes according to the Vygotsy's notion about others' regulation. The interaction plays a blended role overwhelming teacher to students, and students to students. Here, the learning activities may vary in which sometimes the teacher can guide students from in front of the class, or in some instance, the teacher can manage students to work in group to write the text, and followed by the teacher to go approaching each group to give them help.

Individual Application

In this stage, the teacher instructs students to individually write texts as the learnt genre. This activity really fits the notion about self-regulation as theorized by Vygotsky. In this activity, the learning activity can be made as creative as possible to enrich students' interest and motivation to capably work in their independence. The teacher can ask them to interview some people near their residence and then write a recount text if the genre that is learnt is focused on recount text. Sometimes the teacher can ask students to observe some public places and then individually write the description of those places if the material that is learned is descriptive text.

Benefits of Applying Genre based Instruction

As the fundamental nature of linguistics theories, (systemic functional linguistics), and learning theories, (constructivism), underlie genre based instruction, this nature powerfully strengthens the essence of genre based instruction as an effective teaching method for teaching writing. The essence offers some benefits of applying this method as those can be such as in the following points:

1. **Genre as learning material leads into concrete learning goals**

In accordance with the state that genre refers to functional language use underlying the discourse of using language, this gives individuals opportunity to deal with particular communicative event. This also triggers the teachers to facilitate students with providing systemic and explicit explanation regarding the ways of writing for communication (Paltridge, 2001; Hyland, 2004).

In other words, genres provide both the teacher and the students with "something to shoot for" (Macken-Horarik, 2002). Genre itself as how it is defined leads students to write within the organized text structure. The nature of genre supports the clarity what is to be learned (Hyland 2003). It also derives students to write from the implicit and exploratory to a conscious manipulation of language and choice.

2. **The nature of genre as the material provides options to achieve social and cultural goals**

On the basis of systemic functional linguistics view, genre connects the language choice system to cultural purposes (Bhatia, 1993). The genre with its nature furnishes students with the concept that language features should be chosen purposefully under the consideration of social goals. Accordingly, it drives students to see how different texts are written distinctively based on their particular purposes. This nature leads students to know how such texts are organized as well as the patterns of lexis and grammar that are typically used to express meanings in the genre. The nature of genre guides students to have an understanding of how features of a situation

may impact on the choices that they make in the production of a particular genre (Paltridge, 2001).

3. The basis of genre based instruction is authentic learning

In the context of pedagogy, the sense of learning has got a shift. Learning is not a mere reception of knowledge where the students just listen to the teacher's explanation, receive the information, and try to memorize the information but perhaps they will forget that information soon. It is an old fashion and not an authentic principle of learning.

Today, the nature of learning principle has changed into the concept in that what is called learning is when the students capably construct the knowledge so that they obtain the sense of meaningfulness and authenticity in learning. With constructing knowledge, students experience detail steps of comprehending the material, experiencing the learning procedures to come up with their own comprehension upon the materials, and finally verifying their own conclusive concept regarding the learnt materials.

Related to genre based instruction, this pedagogical approach that derives from the notion of learning offered by Vigotsky (1974), the constructivism concept, helps the teacher capably scaffold students with doing knowledge construction. With the help of teacher as a facilitator that leads students to experience learning by doing, the students will then be linked to the three phases, object regulation, other regulation, and self-regulation.

The clear sense of knowledge construction is undergone by students in learning; for instance, let us say, in learning writing, the students are going to deal with building knowledge and modeling stages, where they are going to deal with the cultural, purposive, and functional sense of the genre which is being dealt with. They will also cope with text structure and linguistics features in accordance with the cultural, purposive, and functional sense of the text.

Subsequently they are going to be exposed to joint construction stage, where the teacher will lead them to work together with their friends to work in detail on the concept and the process of writing genres. At last, students are going to be exposed to independent construction stage which

triggers them to work independently in writing their text with utilizing their previous experiences from committing building knowledge, modeling, and joint construction.

The procedures of genre based instruction is authentic compared to the students' needs in learning in which these procedures are in line with the authentic nature of learning principle where learning is actually the process of knowledge construction.

4. Genre based teaching promotes critical understanding

Students who are learning through genre based instruction will be exposed, controlled and guided to have critical understanding of what is being written (Cope &Kalantzis, 1993). It is by virtue of the nature of genre as the material serves a clear concept that texts on the basis of their particular purposes have their particular structures and language features (Devitt, 1996). This nature sensitizes students to afford in comprehending the details about what to write and how to write under particular objectives (Faigley& Hansen, 1985). This affordance however is guided by the teacher through constructivism principle.

Another account lies within the pedagogical principle of genre based teaching, constructivism, which offers the learning procedures leading students to have critical details upon the process of knowledge construction. Vigotsky's (1974) notion of three learning steps, object, other, and self-regulation, which are unique and potential to guide students to have critical understanding of what is being learned, is transferred into the procedures of genre based instruction. This concept can be seen from the value of object regulation that is inserted in the phases of building knowledge and modeling. The value of other regulation is encountered in modeling and joint construction phases. At last the value of self-regulation can be viewed in the phase of independent construction in genre based instruction.

Practical View of Genre Based Instruction in Indonesia

If viewed about the implementation of Genre based Instruction in Indonesia, this method has been applied since the application of curriculum 2004, competence based curriculum.

Started from this curriculum up to the most current one, there could be found the conduction of genre based instructionin teaching English in Indonesian schools. Teaching English in Indonesia adapts the same idea of the above phases, but it is just slightly different in naming the phase. In Indonesia, the map of genre based instruction adapts totally the idea of Hammond (1992).

However, the activity and the concept of every phase is the same as one suggested by Derewinka (1990). In Indonesia, it is known to be four phases of teaching English with utilizing genre based instruction in that they range into building knowledge, modeling, joint construction, and independent construction. Especially for the term building knowledge and modeling, they are exactly the same as context exploration and text exploration as previously discussed above.

For more details regarding the four phases of implementing genre based instruction as can been seen in Indonesian schools especially for teaching English, those phases possess subcategories as the following bullets:

Building knowledge of field
   a. Learning cultural context
        In the implementation, here, the teacher guides students to come up with their schemata about the cultural context of text which is being written. For instance in teaching anecdote text, the teacher can initiates with asking students some leading questions about their insights for the purpose of anecdote text, when probably this kind of text is written, and who are probably the readers of such this text product.
   b. Sharing genre-related-experiences
        In this activity, the teacher can utilize some sharing session activities with demanding students to share their experience related to the genre which is being written. For instance, in teaching anecdote text, the teacher can instruct students to work in pair to share their funny and unusual experiences. Then some students can be called to perform their experiences under the guidance of the teacher for building context or knowledge about anecdote.

Modeling of text

a. Learning cultural context

This phase has the same context to the previous sub-step in building knowledge, but the purpose is different because in this step the knowledge which has been built from students' schemata is continuously guided to be constructed in details. Here the teacher, after handing out students with text example, let us say, anecdote text, will invite students to pay attention to his explanation about exploring the cultural context of the anecdote. The teacher analogizes some more extensive purposes and use to emphasize the nature which implies the cultural sense of anecdote text. The teacher also provides and exemplifies sufficient varieties of anecdote text.

b. Learning about social function

In this phase, the teacher also explains and exemplifies students when written genre meets the social function. For example, when teaching anecdote text, here the teacher differentiates to students the function of anecdote writing whether to tell a joke, to express something strange, or just to tell something funny for entertainment.

c. Understanding schematic structure

This sub-step is exposed to students with introducing, elaborating, and exemplifying the structure of text. For instance, in teaching anecdote text, the teacher hands students out some text examples, and he then explains in details every criterion of ideas which should be organized into anecdote text. This idea organization is called text structure in that in anecdote text they range into abstract, orientation, crisis, reaction, and coda.

d. Comprehending linguistics features

The practice of this sub-step can be undertaken by that the teacher gives students a text, for example, anecdote text. Then the students are guided to identify and comprehend the vocabularies used in anecdote text, and why the writer of that text selectively uses those vocabularies in his diction. The teacher leads students to understand the discourse of word choice. This is an effective way to provide students with proper input of contextual vocabulary use so that later on

they are able to work on the same way of choosing and using contextual vocabularies while writing.

Continuously, the teacher guides students to comprehend the grammar within sentences written in a particular genre. For instance, in teaching anecdote text, the teacher introduces students to the pattern, sense, and function of past tense in expressing anecdote ideas. The teacher then continues this sub-step with providing enough exercises about past tense to students but the exercises are organized contextually on the bases of anecdote discourse.

Joint construction of text

a. Learning schematic structure

In this sub-step the teacher guides students to practice together in group to have a discussion regarding the text structure, and to work together to write a text. For instance, in teaching anecdote text, the teacher asks students in group to think of one topic about an unusual event. Afterwards, students are demanded to have a discussion with their peers to brainstorm some ideas which should be included in the abstract, orientation, crisis, reaction, and coda. Continuous work is sustained by that students are demanded to construct the previously brainstormed ideas together in writing an anecdote text. Students do this work relying on the knowledge they acquire from modeling phase. The teacher controls, guides, and helps students while they are working in group.

b. Learning linguistics features

In this sub-step, the teacher guides students to work in group to have a discussion, learn together, and do exercises related to language features or grammar used in the text being learned. For instance, in teaching anecdote text, here students discuss together the features of past tense, related vocabularies for appropriate diction needed in expressing anecdote, the use of particular phrases like noun phrases, verb phrases, and etc. The learning process is undertaken through discussion and empowered by the teacher's guidance on the basis of knowledge or information which has been got

in modeling phase. At last, the teacher gives students sufficient grammar exercises.

c. Learning knowledge of the field

In this phase, once students have known text organization and the language features of text, the teacher gives students reasoning exercise to write a genre from the chosen topic provided by the teacher. This exercise is potential to trigger students to be sensitive toward particular knowledge of the learnt text. For instance, in teaching anecdote text, the teacher challenges students in their group to write an anecdote text functioned to tell a joke. In this sense the students in their group will learn some knowledge about when to express written jokes, what consideration must be done to achieve the readers' interest about the offered joke in the text, how to use diction and discourse fitting the culture of written joke. The teacher will keep helping students anytime they are getting difficulties with their work.

Independent construction of text

Learning schematic structure

After students have enough learning experience in joint construction, then the teacher lets students write their own text independently. For instance in teaching anecdote text, here the teacher demands students to explore all their knowledge obtained from modeling and all their experiences got from joint construction to write an anecdote text with considering and involving entirely its criteria ranging into text organization, language features, social function or discourse, and etc. The teacher can explore the tasks that will be carried out by students as creative as possible to trigger students' motivation to write an anecdote text independently, one of examples of the creative task is such as that the teacher demands students to interview one of their familymembers about the unusual event that he or she has ever experienced. Continuously, from interview data, students can write their anecdote text properly.

The shift of Genre Based Instruction to the Current Indonesian Curriculum

The term genre based instruction is popular to be used as the teaching method applied in 2004 Curriculum in Indonesia. As the change of the curriculum, the term genre based instruction has been changed to several names up to nowadays curriculum. However, despite the terminological change, the nature of teaching principle is still the same in that the pedagogical principle applies the notion of constructivism by Vigotsky (1978), and the language theory applies systemic functional linguistics by Halliday (1989), and Rhetorical structure by Mann and Thomson (1990). The primary learning materials for learning writing is still the exploration of genre. Genre is still applied as the widest language function either for listening, speaking, reading, and writing skills.

Concerning with the terminological change, the term genre based instruction shifts to inquiry based learning as popularly utilized in the curriculum 2006 (KTSP), and currently it has terminologically changed into scientific approach as found in the curriculum of 2013. However the terminological change has been going, the essence, nature, and principle of teaching and learning is still fundamentally on the basis of genre based instruction (Fauziati 2014).

CONCLUSION

Genre Based Instruction, as a popular teaching method utilized to teach writing, and as the method which teaches students writing based on comprehending and doing genre, is developed according to several foundations in the form of previous theories. As it is fundamentally defined in which GBI is a teaching method that emerges from the result of doing genre analysis, GBI linguistically is empowered by the theory about Rhetorical Structure and Systemic Functional Linguistics.

Furthermore, as grounded into its application in pedagogical view, GBI derives from the basis of Vygotsky's notion and Brunner's thoughts concerning with the theory of scaffolding. From those foundations, there can eventually be devised the concept of Genre based instruction as some experts construct like

ones named Derewinka (1990), Hammond (1992), and other experts who contribute their ideas with the same concept.

As how it is applied in the classroom, GBI is constructed into four phases which encompass context exploration or commonly known in Indonesia with the term building knowledge, text exploration or as generally stated in Indonesia into modeling, joint construction, and the last independent construction where students write text independently.In Indonesia, the terminology of genre based instruction has shifted along with the change of curriculum.

It changes into inquiry based learning in 2006 curriculum (KTSP), and it becomes scientific approach in 2013 curriculum. Fundamentally, despite the change of terminology, the nature and principle of teaching and learning is still on the basis of genre based instruction with exploring genre as the learning materials. Genre is placed as the widest area of communication through either spoken or written communication.

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