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Exploring Pre-Service English Teachers' Knowledge toward GBA Approach in Indonesian EFL Curriculum

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Abstract. The aim of the research was to figure out pre-service English teachers' capability, in order to know implementation of Genre-Based Approach (henceforth, GBA) in EFL classrooms. This study used a qualitative case study approach to investigate the understanding of pre-service English teachers towards the GBA in the Indonesian newest curriculum, called *Kurikulum Merdeka* (freedom to learn curriculum). The research was conducted at Al Hikmah Teacher Institute. Non probability purposive sampling type is a technique used to select the participants. Furthermore, for further understanding of the data, some selected participants were interviewed by the researcher. In this study, questionnaires, structured interviews, and document collection were applied as instruments. The interactive model proposed by Miles and Huberman was adopted in analysing the data. In short, the study revealed three findings, there are; 1) most of the pre-service English teachers (71.5%) of the participants did have not sufficient knowledge; 2) the rest of the participants (28.5%) had sufficient knowledge of the content knowledge (henceforth, CK); and the teaching practices of GBA in English Language Teaching (henceforth, ELT).

Keywords: Pre-Service English Teachers, GBA, Teachers' Knowledge, Indonesian EFL Curriculum

Introduction

In English Language Teaching (ELT) context, teachers' understanding or knowledge of the content material is as important part as teachers' language skills. As the essential part of teaching context, knowledge is important since it could help teachers accomplish the learners' needs, and also enhance students'

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learning achievements. Moreover, the teachers' knowledge is also needed to improve teacher cognition and teacher competence through thinking, knowing, believing, and doing (Borg, 2003). In this study, Content Knowledge (CK) of the pre-service English teachers has been one of the main issues to be revealed and investigated deeply. From this model, CK generally focuses on the content, and also the pedagogy. In this regard, the teachers' content knowledge during this research was assessed within some indicators, such as the three principles of teaching: 1) curriculum cycle concept, 2) spoken and written cycles concept, and 3) teaching syntaxes.

In fact, there was some previous researches that have already been done related to teacher's understanding or content knowledge, which was seen from different perspectives, such as in the process development of ELT materials, revealing the teachers' Technological Pedagogical Content Knowledge (henceforth, TPACK) (Wulandari, 2019), exploring the degree of relevance between the teacher's content knowledge with the teaching practice (Anggreni, et.al, 2020), the patterns and development of Pedagogical Content Knowledge (henceforth, PCK) lecturers (Liu, 2013), PCK in English teacher department curriculum (Al Jaro, Asmawi, and Hasim, 2017), and how PCK combined to TPACK (Wu and Wang, 2015).

However, this study gives more attention to exploring GBA, and how it relates to the pre-service teacher teaching English practices. Specifically, the intended knowledge to be revealed in this study is the pre-service English teachers in GBA, and it focuses on the teachers' basic concepts of GBA and integrated with part of TPACK (Technological, Pedagogical Content Knowledge) especially in teacher knowledge, and how they could apply this model during the ELT situation.

Additionally, regarding to the GBA aid in ELT classrooms, GBA give positively affect to the EFL students' English-speaking skills. Moreover, based on some previous studies were conducted some scholars (Rifpriansyah & Sudartini: 2017; Hariri & Ficayuma, 2023) conclude that if it is supported with authentic materials in ELT, the result will more significant. In line with this, the other studies strongly agree that this approach is scientifically proven to enhance students' speaking ability (Khatibi, 2014; Hapsari, 2017;). Furthermore, GBA is claimed beneficial in helping students produce the text (Hyland, 2004). This statement is also believed if obvious cycle and five stages (Emilia, 2011; Agustien, 2020) offered in this approach was implemented. Those stage was involved in series: 1) Building Knowledge of the Field (BKoF), 2) Modelling of the Text (MoT), 3) Joint Construction of the Text (JCoT), 4) Independent Construction of the Text (ICoT), and 5) Linking Related Texts (LRT).

In the recent Indonesian ELT curriculum, GBA applied the model which has four cycles. In the beginning, BKoF is aimed at comprehending the learners' need, ELT topic and contents; and also teaching and learning activity by digesting the learners' background knowledge or previous knowledge which related to topic as the example. Through this process, it can be adjudicating literally which part of essential material is going to be main priority scale to be discussed thoroughly can be detected by the teachers.

Secondly, there is a brief explanation considered as two mains of essential

components at the text. The first component is related to schematic knowledge, especially in culture context. In this component, finding the text's social objectives was requested. Whereas, the second component is called field, mode, and tenor which are questioned in registered process to find the situational context of communication purpose. From the two components previously mentioned, the process that focuses on purpose, social function, language feature, the text itself, and writer and the reader relationship could simply be called text.

Thirdly, there are also the other two components preparation and construction at second cycle. In preparation process, the joint reconstruction of the text could be done through analytical or descriptive research to build up information of the field, and/or using some sort list questions as a guidance to frame activities on teaching. In the construction process, the learners are asked to construct a new text mutually which is coming from the same text type. Finally, three parts of the independent construction can be done through face the teacher and learners, in order to do preparation activities, consultation activities, and analytical literacy. During this component, the learners could do nearly the same activities just like the preparation syntax in joint construction. In the pairing part, the learners are asked to build or compose the text individually. In this process, the teacher gives the learners to have a consultation during and after writing, which will be closed by editing and evaluating in their writing.

By considering the previous explanations, this research aims to portray the pre-service English teacher's knowledge of GBA and to explore their actual teaching practices with GBA. It should be highlighted that exploring the pre-service English teachers' understanding and expertise are important part will be discussed at this study.

Method

This study was qualitative research category which implemented a case study as a research design. It is used in order to gain an in-depth understanding of meaning and the situation (Merriam, 1998: 19) which the interest was in the process rather than a specific variable as well as in discovery rather than confirmation. In the type of research methodology, the analysis unit was investigating phenomenon aspect with across one or more cases. Therefore, limiting specific aspect was done by the researcher, in order to concrete on conducting the research and obtaining the representative (Borg and Gall, 2007: 436).

English Department students at STKIP Al Hikmah Surabaya in the sixth-semester students of the 2021/2022 academic year from May to June 2022 are selected with purposive sampling technique as participants and who were deemed as informants (Wiersma, 1995). They are selected because learners' familiarity towards GBA and would take a microteaching class.

To ensure the trustworthiness, the triangulation as a technique was applied by the researcher, to ensure that an account was well-developed, comprehensive, robust, and well-rich. At this crucial phrase, it is important to figure out the consistency of research findings which generated by different data collection methods and informants. Besides that, data collection with multiple techniques believed important to be applied, such as observation and interview

as the main techniques; while questionnaires and documents as the supporting techniques. In addition, give more guarantee of the trustworthiness, member checking was done to whereby the data, analytic categories, interpretations, and conclusions through tested way with members of those stake-holding groups, from whom the data were originally collected to establish the credibility of the findings (Guba and Lincoln, 1985: 314).

Techniques of analyzing the data were used in order to synthesize the data collected from various sources into a coherent description of what the researcher had observed and discovered. Moreover, the researcher used data analysis based on the Miles and Huberman model to elaborate on the four types of analysis activity and the activity of data collection form an interactive process which was analyzing qualitative data (Miles and Huberman, 2004: 48). There are: 1) data collection to collect the corpus data from observation, questionnaire, interview, and documentation, 2) data reduction to summarize the data, chose the main essential issues and deleting the unnecessary data in order to obtain the pattern, 3) data display to display the reduction data result and interpret data with high readability, and 4) Verification to made an initial conclusion which appropriate with formulation of the research credibly.

Findings and Discussion

Finding

The Technological Knowledge (TK) and the teaching practice indicators were developed and adapted based on the theory and aspect of GBA in Indonesian ELT curriculum context (Halliday and Webster in Suharyadi, Widiati, & Basthomi, 2021) since 2006. Starting with the Communicative Approach (henceforth, CA) and GBA in 2006, they continued with CA and GBA with HOTS and Character building as a compliment in 2013, then, nowadays, integrated with language learning phrase level (A-F) and added with viewing and presenting skills based on freedom to learn curriculum and implemented at school mover (Ficayuma, 2022).

The indicators which cover the three principles of GBA teaching: 1) the concept of the curriculum cycle, 2) the spoken and written cycles, and 3) syntactical teaching with GBA are part of principles and models of GBA teaching.

The research findings highlight that the pre-service English teachers' knowledge (TK) based towards GBA can be identified into sufficient knowledge, and insufficient knowledge. The findings revealed that most of the pre-service English teacher learner or students (71.5%) of the participants had considered being insufficient, while the rest of the participants (28.5%) had sufficient knowledge of the content knowledge and the teaching practices GBA in ELT. Thoroughly, the pre-service English teacher students with sufficient knowledge showed that they are strong in most of the indicators that were assessed towards GBA. In detail, the participants with sufficient knowledge are considered to have a strong understanding of some aspects of indicators, such as the three principles of GBA syntax, and stages of teaching using GBA, as they could explain those indicators well by

considering the relevant theory.

However, the findings showed that they were weak in the rest indicators as they cannot theoretically explain the concepts of GBA well, such as the concept of the curriculum, and spoken and written cycles. Different from those with sufficient knowledge, the participants with insufficient knowledge are considered to be at a low level of understanding in almost all indicators. According to the findings, they have a low level of knowledge in the principles of GBA teaching, the curriculum concept towards GBA, and also spoken and written cycles, but they are able to explicate the stages of teaching using GBA quite well. In addition to that, describing based on the teaching practices mostly answered by teachers with sufficient knowledge as well as teachers with insufficient knowledge. According to the data result, this research's finding can be concluded that almost all of the participants cannot define the spoken and written cycles of GBA as an approach is expected in the theoretical practices for ELT.

Discussion

As it has explained in the previous part, the significant results of this study show that the pre-service teachers' knowledge of GBA and their teaching capabilities using GBA are complete. As portrayed from the results, most of the participants (71.5%) fall within "insufficient-knowledge" and the rest participants (28.5%) are found to be in "sufficient knowledge". These categories explain that most of them is considered to be in a low (71.5%) understanding. It is in line with several previous.

For instance, Suharyadi, Widiawati, and Basthomi (2021) who finds out that PCK in GBA is grouped into two levels, deep and shallow knowledges. Moreover, Triastuti (2020) also found that the pre-service teacher's knowledge base of teaching was not integrate to visualize the ELT process. It could be stated that the different setting who face by English teachers still possibly have different levels of knowledge, not only in terms of English skills and components including the fundamental of language knowledge, systemic and schematic knowledge; but also, in teaching practices. Accordingly, it is suggested for English teachers and pre-service English teachers to actively obtain involved in focus group discussion or development programs such as joining FGD, seminars, conferences, workshops, writing articles, etc. Finally, this research also explored some possible factors contributing to the different levels of understanding or knowledge.

The findings show that the participants with sufficient knowledge did not determine that they noticed all syntax principles in GBA. The results showed that the participants have different aspects of knowledge mastery towards this approach. For instance, most of them was weak in the basic concepts of GBA, but they were strong in the principles and stages of teaching with GBA. However, insufficient knowledge participant also has different areas on mastery their knowledge. From these findings, it could be stated that they are capable only in part stages of teaching using GBA.

Furthermore, pre-service English teachers of STKIP Al Hikmah with

sufficient knowledge can be assumed as teachers who have a detailed comprehension of the stages, principles, and models of GBA teaching. Consequently, it is easier for them to memorize all the contents of GBA. By understanding the content, it is hoped that they will be able to implement this approach well by sticking to the related theories of GBA. Regarding these statements, teachers with deep knowledge commit to such factors that involve the interactions among system's components (Badiru and Cheung: 2002). It can also be assumed that these components are processed, organized, and saved in memory so that it is fruitful to be applied and do the performance task.

Moreover, participants with insufficient knowledge can also be reported statements as follows. The comprehending of basic concepts about GBA in the Indonesian curriculum implementation mostly have by them through memorizing, not by comprehending or even developing the concept. The impact is difficulties on reacquiring comprehension and creating better classroom situations. In alignment with these statements, it was believed that teachers with shallow knowledge could handle their language production using trial and error (Badiru and Cheung: 2002). It shows that basically what is being explained previously represents the correlation of the language input and the output system. Simply, it means that those participants who are considered to have insufficient knowledge may have limited memory to be stored to provide appropriate explanations to the students. They also may have a possibility to be insufficient in narrating complicated situations.

Therefore, there are some noteworthy issues that could be elaborated on relating to the reason for different mastery levels towards GBA for pre-service English teachers in STKIP AlHikmah Surabaya. In this case, we could argue that the subjects who are considered to be in a high capability in a particular indicator or all indicators may adequately explain the genre-school type, and they are able to interpret it well. On the other hand, the participants with insufficient knowledge in some or all indicators may have no or less linkage to the concepts, and therefore it is definitely hard for them to figure it out. The pre-service English teachers' acknowledgment of the concepts plays in making them have contrasting knowledge level towards GBA as a role of paramount.

Meanwhile, those who are significantly involved in the school, where GBA is implemented through several activities could understand the concepts better than others. For example, when preparing a lesson plans, teachers are commonly able to decide the learning objective, text types to be taught, strategies/method/approach were selected and appropriate, media that will be applied, activities to be implemented, and proper assessment tasks during the teaching and learning process. This regular exposure by the participants is proof that the previous activities could contribute to the participants' familiarity and comprehension of this approach in the recent curriculum.

Additionally, the different mastery levels of pre-service English teacher students' knowledge are complex, since it is determined not only by the exposure or acknowledgment. This statement is also contributed by their

beliefs/perceptions and in facing concepts of GBA generally, including their attitude were formed. These two psychological aspects in education could affect the levels of the participants' knowledge and also the capacity in teaching practice. Supporting the previous statements, research conducted by Hu and Tian (2012) also revealed that beliefs, positive perceptions, and also positive attitudes are the critical foundations to determine the different levels of the participants' knowledge and quality of teaching. Hence, positive beliefs or perceptions, and also attitudes play significant determiners in the effectiveness of ELT activity including in pre-teaching activities, such as syllabus and lesson plan preparation. In line with other scholar also suggested that belonging positive attitudes tend teacher to have better knowledge and teaching quality (Ramadhan, 2015).

Therefore, to study curriculum changes and teaching methods/media development, teachers, hopefully, has the willingness to build their curiosity until their awareness in upgrading their skills as a habituation and be the autonomous learners. Even, they will have adequate knowledge of the recent issues. Teacher preparation programs in higher education should be designed with consider content knowledge (Mayne, 2019). However, the pre-service English teacher student's knowledge is related to their inability to read the complexity of sound both in theoretical and practical. It could be stated that not all subjects are interested in associating themselves with something conceptual, full of theoretical, and difficult phrases to understand. In response to this matter, teachers need to be equipped with a more theoretical underpinning in the training to understand what underlies the practical matters (Siregar & Ramadhan, 2015). Rarely, they also need to spend adequate time in order to enjoy reading which contain many conceptual theories from different genres. Therefore, taking pleasure to read for improving comprehension is not their obsession and interest.

Finally, even though this paper is not considered to be correlational research, figure out teachers' knowledge and teaching practice faced by pre-service teacher in EFL classroom settings considered necessary to discuss. Considering the findings, both subjects with different levels of knowledge could perform similar syntaxes or steps during the teaching practice using GBA.

In addition to that, it could be seen that most of the subjects from different knowledge level were able to relate correlate with receptive and productive skills of language as well as the GBA syntax with structured instruction. As shown in the data, both categories of participants could integrate listening not only with speaking skills, but also with other skills and components, and vice versa. A similar finding was also found in participants with insufficient knowledge. They were able to blend writing with speaking and listening, reading with grammar, reading with speaking and speaking, etc. However, both students with different levels of knowledge find difficulties in applying their knowledge in the teaching situation.

From these findings, it could be seen that there is no difference between the two different levels of subjects in practicing the GBA as well as in integrating English skills in a classroom activity. Both types of subjects applied similar teaching steps, although their knowledge level is different. It

is in line with previous research result conducted by Triastuti (2020) who assessed the performance of pre-service teachers in Indonesia with reveal that well comprehending on content knowledge is not guarantee, they will adequately be implemented in their teaching practicum too. In short, quality of teaching in both categories is far from the expectation because is not yet reflected in the real classroom.

Moreover, the previous findings also assume that reflections are necessary are pivotal part to prepare and to build the teachers' awareness in identifying what works and what does not work in teaching. Indirectly, the reason why participants with sufficient knowledge and participants with shallow knowledge do similar patterns in applying the spoken and written cycles is not merely because of the levels of their knowledge, but their beliefs and attitudes.

Finally, the redline should be highlighted to probe evidence that teachers' knowledge and teaching practice are two different entities. The growth mindset should be implemented is teacher knowledge can be obtained and gather from plenty of reading and discussion, while teaching quality and practice can obtain from real teaching situations in the classroom.

Conclusion

In short, based on research finding was discussed, there are some conclusions that can be stated. To begin with, the levels of the pre service English teachers' content knowledge of GBA are grouped into two different levels of categories. From these categories, however, 71.5% of pre-service English teacher students havenot sufficient knowledge and 28.5% of pre-service English teacher students have sufficient knowledge. Additionally, both levels of students' knowledge of GBA show similar capability in practicing the approach.

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