

THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING READING AT GRADE XI OF SMA NEGERI 2 SUNGAI PENUH

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Abstract

This article is conducted a study concerning the way of the English teachers implement, the problems that they found, the causes of the problems and the way how they solve the problems in the classroom. The method of the research is qualitative research with triangulation, interview, observation and fieldnote. The data analysis followed the steps such as data managing, reading memoing, description, classifying and interpreting. The finding of this research can be described in the following summary. First, three English teachers at grade XI of SMA Negeri 2 Sungai Penuh had conducted the GBA of narrative and report texts but they still have problem, such as one of the teacher still used Indonesian Language in explaining the components of narrative and report texts, yet one of them had conducted the GBA of narrative text well. Then, the English teachers of SMA Negeri 2 Sungai Penuh have to learn more about what genre based approach actually. Finally, The English teacher of SMA Negeri 2 Sungai Penuh have to master the strategy how to manage the classroom.

Keywords: Genre Based Approach, Teaching Reading

INTRODUCTION

Genre-Based Approach (GBA) is an approach which is adopted from western countries. This approach is not accepted by Indonesian government or people directly but it must be adjusted to the curriculum being applied in Indonesia. The implementation of genre based approach in Indonesia started since the application of Competency-Based Curriculum (CBC) or 2004 curriculum from Elementary School to University. Nowadays, Genre-based Approach (GBA) must be implemented based on School Based Curriculum (SBC) which is completeness of competency based curriculum which has been being applied since 2006 in Indonesia.

Whereas according to Baedhowi (2007:7) "School Based Curriculum (SBC) is a curriculum which adjust local characteristic, condition, potency, and needs, educational unit, and students by referring to national education aim". It means that SBC is the curriculum which gives the autonomy to the school unit, educational institution which supports the school to get the conclusion in developing curriculum itself.

Considerdering this theory above, teaching reading by using genre based approach implemented through three stages. According to Richek, et al (1996: 156), activities that the teacher should employ to help students improve reading abilities are Before Reading. Teacher help

students relate background information to reading, build students' background information, gently correct misperceptions, and mention something students might enjoy or learn from the material. During reading, teacher encourages silent reading, ask students to predict what will happen next, and encourage students to monitor their own comprehension while reading. After reading, teacher checks comprehension and encourage active responses. Similarly, the above activities can be well applied to teaching students to read narrative and report texts. That is, the activities are divided into three stages: before, during, and after.

According to Hartono (2006 : 12) there are three component of narrative text, they are social function, generic structure and lexicogrammatical features. Social function of narrative is to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. Then, Generic Structure of narrative text consist of (1)Orientation (who was involved, when and where was it happened) (2) Complication (a problem arises and followed by other problems) (3) Resolution (provide solution to the problem). Whereas Language features Narrative use of noun phrases (a beautiful princess, a huge temple), use of adverbial phrases of time and place (in the garden, two days ago), use of simple past tense (He walked away from the village), use of action verbs (walked, slept), use of adjectives phrases (long black hair).

According to Reztrian (2010) report texts also has three kinds of

components, they are social function, generic structure and lexicogrammatical features. Social function of report is to describe the way things are (for example: a man - made thing, animals, plants). The things must be a representative of their class. Text organization of report consist of (1) General classification (introduces the topic of the report/tells what phenomenon under discussion is.) (2)Description (tell the details of topic such as physical appearance, parts, qualities, habits/behaviour). Language features report consists of use of general noun (Whales, Kangaroo, Computer), use of present tense (Komodo dragons usually weigh more than 160 kg), use of behavioural verbs (Snakes often sunbathe in the sun), use of technical terms (Water contains oxygen and hydrogen), use of relating verbs (is, are, has).

RESEARCH METHODOLOGY

This research is classified into a qualitative approach by using phenomenological method. According to Van Manen (1990:12) "Phenomenology is both the description of the lived-through quality of lived experience and the description of meaning of the expressions of lived experience". Moreover, Sukmadinata (2008:63) states that "phenomenological research is the research which collect the data concerning with the concept, opinion, conviction, attitude, evaluation and giving the meaning to the situation or the life experiences". The description of meaning is a mediated expression and is more interpretive.

The source of the data for this research is the English teachers who taught at grade XI. The data were taken from three English teachers, two English teachers who taught in scientific program and one English teacher who taught in social program. The data were taken by using interview, observation and fieldnote. The research was conducted by using two kinds of instruments, namely the primary instrument and the secondary instrument. The researcher analyzed the data by using the technique developed by Gay and Airasian (2000: 239-241) which consist of five steps as follows: Data Managing, Reading and Memoing, Describing, classifying, interpreting.

RESULTS DISCUSSION

The Implementation of Genre Based Approach in Teaching Reading at Grade XI of SMA Negeri 2 Sungai Penuh.

a. The Component of Narrative Texts

(1) Social Function

Teacher A explained that in explaining the social function, he said that he read aloud the text and asked the students to pay attention to the text while he showed the function and the purpose of the narrative text which is in the text, as he states in the interview. Whereas teacher B said that she always asked the students to read the text silently, and she asked the students several questions to find the social function or the purpose of the text itself, as she explains in the interview. Teacher C said that he usually explained the social function of the narrative text by giving the question about the social function of narrative

text given, as he explains in the interview.

(2) Generic Structure

Teacher A explained that before discussing the text, he always explained the generic structure, such as orientation, complication, and resolution. He also said that he explained the functions of each component of the narrative text by giving the example of text, so the students could see where the orientation, complication, and resolution located in the text. Then, teacher B said that she always explained the generic structure of narrative text to the students by asking several questions that involved all of the students before asking the students to read the text. She also said in implementing the GBA she gives the examples through the text given, so the students know which one of the orientation, complication, and resolution, as he states in the interview. Teacher C also did the same activity in teaching reading, he always explains the position of orientation, complication and resolution in the text. Besides, she also said that she asked the students to find components of narrative text in the text given. It is stated in the interview.

(3) Lexicogrammatical Features.

Teacher A said that he explains the the meaning of lexicogrammatical features first and then he explains the aspects which are in it. He explained the meaning of each aspect of lexicogrammatical features through the text, such as the explanation of specific participant, spatial circumstance, tenses, relational process, material process, temporal connector, mental process and

verbal process. Teacher B said that she explained the lexicogrammatical features of narrative text through examples of text given in his laptop. She also said that she always gives the questions after students read the text loudly and silently related to aspects of lexicogrammatical features, it was seen on her following statements. Teacher C said that she started by giving the students several questions to take them to the topic and giving the student apperception and motivation to make students interesting and then she asks the students to read the text loudly and silently and asking several questions about the aspects of lexicogrammatical features, as he said in the interview.

2. The Components of Report Text

(1) Social Function

Teacher A said that he implemented the report text was the same as he implemented the narrative text. He said that he implemented the report text by explaining the social function to the students first before going to the questions, as he said in the interview.

Teacher B also said that she implemented the report text is the same as she implemented the narrative text. She said that she started from free reading activity by giving the motivation, apperception and questions to take the students to the topic and then she explained the social function of report text by involving the whole class, as she said in the interview. Teacher C said that she implemented the report text was also the same as he implemented the narrative text. He said that he implemented report text he started

from free reading activity by asking the questions about the report text and he explained the social function of report text. It is explained in the interview.

(2) Generic Structure

Teacher A said that in implementing the report text, he explained the generic structure by using the text. He said that he asked the students to find the generic structure in the text as he did in the narrative text, as he said in the interview. Teacher B said that in implementing the report text she asked the students to discuss the text that he prepared before for the next meeting. She did the activity to make easy the students understand the content of the text. She also explained that in discussing the generic structure in the text the students did not have difficulty, as she explained in the interview.

Teacher C said that in implementing the report text, he started from explaining the generic structure by using the whiteboard by involving the whole class, as he said in the interview.

(3) Lexicogrammatical Features

Teacher A said that he explained the lexicogrammatical features was the same as he explained the social function and generic structure before. When the researcher did the observation, Teacher B said that she implemented the lexicogrammatical features also the same as she did in the social function and generic structure. Teacher C explained that he gave the explanation about the lexicogrammatical features by using the text and he asked the

students to underline the lexicogrammatical features of report text in the text, as he stated in the interview.

In implementing the genre based approach of the narrative and report text in teaching reading, so there are three components of narrative and report texts, such as social function, generic structure and lexicogrammatical features. then, there are four components that must be also considered before implementing the narrative and report texts, such as material, media, activity and classroom management. Four components or criteria are available in three phases, such as preparation, process and evaluation. In implementing the genre based approach, in this case narrative and report text teacher A had problem in vocabulary. Besides, teacher A, B and C seldom explained the social function and lexicogrammatical features in teaching reading and also they did not give the students questions related to them. Besides, there are several problems possessed by the English teachers in teaching narrative and report text, they are: reading Material Factors, Media Factors, Instructional Activity Factor, Classroom Management.

In general, the causes of the problems found by the teachers in implementing GBA in teaching reading, especially narrative and report texts are teacher A did not have variation in teaching. Besides, the another problems can be divided into four factors; they are the same factors as the mentioned above. It made the influence of these factors toward the success or the failures of teaching-learning process were presented in instructional material; the second, Instructional media, the

third, Instructional activity; the fourth, classroom management.

In general, the problems solving conducted by the teachers in implementing GBA of narrative and report text, teacher A used the Indonesian Language in teaching reading, whereas teacher B asked the students to learn the vocabulary by their heart for every day. Then, teacher C asked the students read more texts and teacher C prepared the text for the next meeting. The another problems had been solved are.

Conclusion and Suggestions

Implementation of GBA of narrative and report texts in teaching reading is in the first aspect of the implementation GBA of narrative and report texts in teaching reading the teachers had to teach all the components of narrative and report texts, such as social function to make the students comprehend the text a lot and the students know the writer's purposes. In the second aspect, the teachers had to explain the aspects of generic structure of narrative and report texts in order that the students can comprehend and find the main idea and general and specific information in the text easily. In the third aspect, the teachers had to explain the aspects of lexicogrammatical features to make the students know the caharcteristic of each genre. In the fourth aspect, the teachers had to have classroom organization, physical facility and continuity but also it was also to create and maintain the classroom situation and condition. But it was not done by teachers totally.

Problems faced by the English teachers in implementing GBA in teaching reading are vocabulary. The first factor is the instructional

material, the teachers had to develop the syllabus to use it based on students' potencies and local characteristic. But none of them do them. The second is the instructional media, the teachers should use the traditional and modern media but only two of them used them. The third factor is the instructional activity; the teachers had to have procedures in implementing the GBA in teaching reading, but none of them do it. The fourth factor is the classroom management the teacher should have the good condition of the classroom and variation in teaching-learning process, but some of the criteria had done already by the English teachers.

Causes of the problems found by the teachers in implementing GBA in teaching reading can be divided into four factors such as vocabulary; Instructional material; Instructional media; Instructional activity. One of the English teachers taught in social program. The condition of social program was different from science program. Besides, they did not prepare the materials before teaching. And classroom management; similar with the causes of problems above that

they are lack of knowledge about how to operate the part of language laboratory instrument.

The problems solving conducted by the English teachers in implementing the GBA in teaching reading, such as : Vocabulary, based on the interview conducted by the researcher, one of them had the way to prepare the reading text for the next meeting and asked the students to read more texts at home as the proof, the students had to report to the teacher. Next, instructional material, based on the interview conducted by the researcher. One of them looked for the material in the book shop, the magazine, newspaper and internet; if they did not find the material they sometime created the text themselves. Then, instructional media; it was seen that the two of English teachers asked the English teachers who had already got the training to teach how to use the language laboratory instruments. Last, classroom management; Based on the observation and interview data, one of the teachers gave the students questions one by one by going around to start t teaching.

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