

**THE IMPLEMENTATION OF THE GENRE BASED APPROACH IN SMA NEGERI 1
MANYARAN (A Descriptive Qualitative Study in SMA Negeri 1 Manyaran, Wonogiri
Regency in 2012/2013 Academic year)**

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Abstract: The research aims to know what the implementation of the genre based approach in SMA Negeri 1 Manyaran is and the problems that the teachers' face in implementing this approach. This research is limited to the teachers' understanding to the implementation of GBA, the teachers' attitude to the implementation of the GBA and the development of the syllabi and lesson plans. The method used is qualitative research. In collecting the data, the researcher used interview, observation, and document. The result shows that the teachers understand about the implementation of the genre based approach, but they do not implement the steps in the genre based approach. Teachers' have positive attitude to the implementation of GBA. The development of the syllabi and lesson plans follow the planning and implementation steps but do not follow the evaluation and revision step. The problems that are faced by the teachers in this school come from the students' competence and motivation.

Keywords: genre based approach, teachers' understanding, teachers' attitude and, the development of the syllabus and lesson plan.

Genre based approach is an approach that has been implemented in Indonesian education since 2006. Genre based approach based on the theories of language and theories of language learning. Theories of language as the base of the genre based approach are language as system and language as functional. There are three assumptions that underlay the genre based approach: (1) learning language is a social activity, (2) learning occurs more effectively if teachers are explicit about what is expected of students, (3) the process of learning language is a series of scaffold developmental steps which address different aspects of language.

Teaching of English by applying the genre based approach means that the teaching learning activities focus on learning many kinds of text. Genre means many kinds

of text. There are twelve texts that should be taught to the senior high students in Indonesia. Those texts are: recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, anecdote, narrative, procedure, description and review. A text is a passage whether spoken or written that has unified meaning. A text is influenced by the context of culture and context of situation. It can be short or long, the principle is that the text has meaning, the text is aimed to whom, and what is the way the text is communicated, whether in spoken or written way.

In applying the genre based approach in English curriculum, there are four steps that should be followed: building knowledge of field, modeling, joint construction and independent construction. In the first step, building knowledge of field, generally the students are introduced to the text should be

faced, the techniques that can be used are: question and answer about the text, watching video related to the text, guessing game, and the other challenging activities. In modeling text, the students are asked to recognize the structure of the text and given the model of the text. The techniques that can be used are: listening to the videos about the text, reading a text, the students also can be challenged to describe the structure of the text. In joint construction teacher still have a role in guiding students to make a text. The teacher can use the techniques such as brainstorming, mind mapping, discussion, etc. The last step, independent construction, the students are asked to construct a text by themselves in order to measure how far they master the lesson. The principles in applying the genre based approach is by finding more text, the students are hoped to know more kinds of text, they find more knowledge and they are able to enlarge their vocabularies. In learning English, the techniques should be developed as interesting and challenging as possible in order to make students interested and they are hoped to catch the lesson easily.

In order to be able to conduct teaching learning activities based genre in the classroom well, teachers have to understand the implementation of the genre based approach. Understand means that the teachers have knowledge about the genre based approach and the implementation, they comprehend about the implementation of the genre based approach and they have opinion to the implementation of the genre based approach.

Teaching learning activities in the classroom is planned by the teachers through syllabus and lesson plan. In developing syllabus and lesson plan there are some steps that should be followed by the teachers. Those steps are: planning, implementation, evaluation, and revision.

The journal is written in order to describe the implementation of the genre based approach in SMA Negeri 1 Manyaran based on the research.

RESEARCH METHOD

The research was conducted in SMA Negeri 1 Manyaran which is located in Jalan Manyaran-Wonogiri, Bero, Manyaran, Wonogiri. The research carried out on July to September 2012.

The research is qualitative research. In collecting the data, the researcher used interview, observation and document analysis. There are three teachers that were interviewed. In observing the teaching learning activities, randomly the researcher chose the two classes. The researcher also analyzed the teachers' document, syllabus and lesson plan.

Qualitative research consists of some steps. The first is collecting the data. After the data have been collected, it is analyzed. Next, the unimportant data is reduced. The data that is important is presented in the form of narration. The last is that the researcher has to draw conclusion based on the data obtained.

RESEARCH RESULT AND DISCUSSION

Based on the research that has been conducted in SMA Negeri 1 Manyaran, the researcher collected the result that will be presented in the research result. This research is about the implementation of the genre based approach. The research is limited on the teachers' understanding to the implementation of the genre based approach, teachers' attitude to the implementation of the genre based approach, the development of the syllabus and lesson plan, and the problems faced by the teachers.

RESEARCH FINDING

The first point is about the teachers' understanding to the implementation of the genre based approach. To make the interview easier to be arranged, the researcher divided the definition of understanding into three aspects, knowledge, comprehension and opinion. From those aspects, the researcher made the indicators as the criterion for the teachers' answer to the researcher's questions.

Teachers who understand about the implementation of the genre based approach have to have knowledge related to it. From the definition of knowledge, the researcher have been decided the indicators that should be fulfilled by the teachers who have knowledge about the implementation of the genre based approach. the indicators are: (1) Teachers are able to answer the question about the definition of genre, (2) Teachers are able to answer the question about the definition of text, (3) Teachers are able to answer the question about the kind of text, (4) Teachers are able to answer the question about the curriculum cycle in implementing the genre based approach, (5) Teachers are able to explain the technique that they used in teaching learning activities based on genre approach, (6) Teachers are able to apply the appropriate technique in their classroom activities.

In collecting the information about the teachers' knowledge about the implementation of the genre based approach, the researcher used interview and observation. The result of the research can be shown as follow:

The teachers said that definition of genre is kind of text. The three teachers said the same answer about the definition of genre. There were twelve kinds of texts which were taught to the senior high school. A text was a passage that has the whole

meaning; it could be short and long. Text involved the component of tenor (who is involved in the text) it meant that to whom was the text aimed, field (what is being talked), mode (in what way the text is pointed whether in oral and written).

The teachers said that the function of the first stage in implementing genre based approach in the classroom was to make students get into the topic and enlarge their vocabulary by telling a story, mentioning some of the vocabularies that the students have not found before. The next step in modeling step the teacher said that this stage was to introduce students to the text by giving a text that has to be read by the students, asking one of them to read the text aloud and discussing the structure of the text. In the joint construction, the teachers used to give opportunity to the students to learn from the other students by asking them to make a text in pair or group and asking students to present their result of their discussion in pairs. The last for the independent construction the students are will be able to make a text whether in spoken or written text individually. The students were asked to make a text individually and they had to present their text in front of the classroom.

In teaching English in the classroom, the teachers still used conventional methods. From the two classes that the researcher observed, the teacher did not follow the four steps. The first in the eleventh grade, the teacher discussed about the question words in English. The teacher gave the smart step to answer the questions using the questions word easier. Then, the teacher asked one of the students to read the text in their textbook aloud. After that, the teacher implemented his explanation about the question words in the questions related to the text. In the twelfth grade class, the text discussed was explanation text about the 'sound recording

and reproduction'. The ninety minutes spent by the teacher to tell a story about the sound recording and motivate students who have talent in music to make their dreams come true.

The next aspect of understanding is comprehension. The teachers were asked to explain the researcher's questions about their comprehension in the implementation of the genre based approach. The researcher has decided the indicators of comprehension: (1) Teachers are able to distinguish between one text and another, (2) Teachers are able to distinguish between one step and another step in genre based approach.

The teachers explained that the report text was more general than the descriptive. In distinguishing BBKOF form modeling, the teacher said that the function of the building knowledge of field and modeling was different. Building knowledge functioned to give the background knowledge about the text that should be faced, while modeling functioned to give the model of the text.

The second point discussed in this research is about the teachers' attitude to the implementation of the genre based approach. Teachers' attitude can be positive and negative. There are some aspects in the attitude: evaluation, behavior, and judgment. Teachers are said that they have the positive attitude to the implementation of the genre based approach if they fulfill the following indicators: (1) the teachers have positive evaluation to the implementation of the genre based approach, (2) the teachers have positive behavior to the implementation of the genre based approach, (3) the teachers have positive judgment to the implementation of the genre based approach

From the data collected through the interview with the three teachers, their

answer to the researcher question to the implementation of the GBA showed that they have positive attitude. The teachers said that GBA was the current approach that implemented in Indonesian education. In order to master this approach well, they were willing to study again about the implementation of GBA. They actually agree and support the implementation of the GBA.

The teachers also said that this approach was better than the previous approach, because it enabled students to practice English more. They said that the steps in the genre based approach enables students to know more kinds of text and enables students to enlarge their vocabulary because they have to read more than one text in the certain type of text. By reading and listening more English text, they are hoped to produce the English text both in spoken and written. So that they are able to use English as a means of communication.

The third point in this research is to know the development of the syllabus and lesson plan. As stated by the teachers that the syllabus was developed by the group of teachers in this school based on their subject. In developing the English syllabus, the first step done by the teachers was observing the students condition in this school that they used to call it context analysis.

The development of the syllabus and lesson plan was done by the direction from the minister of education through the training for teachers. The syllabus and lesson plan in this school was made by developing the standard of competence and basic competence that have been decided by the minister of education. The teachers developed the indicators and the activities that would be implemented by the teachers in the classroom.

In the process of the developing the syllabus and lesson plan, there was not a direct instruction from the minister of education. The syllabus and lesson plan was signed by the head master. The supervisor was only check them if there was a certain purpose, for example if he or she got promotion.

The last point discussed in this research is the problems faced by the teachers in implementing the genre based approach in SMA Negeri 1 Manyaran.

From the teacher statements in the interview, the problems faced by the teacher in this school were from the students input and the prescribed curriculum. Because the students have low competence and low motivation; it was hard for them to grasp the lesson. It caused the lesson that should be done only once could be done twice or three times. It spent time that could be used to discuss another topic. From the researcher's observation, it could be seen that the students' vocabulary and pronunciation was low. The indicators were, first, the teacher almost always repeated the students' utterance when some of them asked to read a text. The second, the students did not pay attention to the teacher so that the teacher have to repeat his question when they were discussing text. The third, the students did not know the meaning of the words asked by the teacher. They almost could not answer every teacher's question about the meaning of a word. The teacher asked students to write the new words that they did not know the meaning. Because almost the vocabularies that were met by the students, they did not know the meaning, it was the activity that wasting much time.

The second problem was the final examination given to the students in the twelfth grade. The students need to be prepared. The teachers thought that by using

GBA, the students would be able to learn English easier. It was caused by the variety of the text taught to them, so that they could learn more vocabulary. Learning more vocabularies would help them understand the meaning of a word and it was helpful in doing the final examination. In fact, the students' vocabulary was still very low. As stated by the teacher, the students who were graduated from senior high school only master 30 vocabularies. With such a problem, the teacher had to make the students to be able to answer the questions in the examination by treating them doing such kind of exercises. That's why, the teacher in this school spent their time in the classroom by teaching the students to answer the question that would be faced by the students in the midterm test, examination and final examination.

DISCUSSION

Discussion present the data got by the researcher compared with the theories constructed by the experts. The data got from the interview, observation and document analysis is compared with the theories constructed by the expert whether it is suitable or not.

Teachers, understanding can be divided into three parts: teachers' knowledge about the implementation of the genre based approach, teachers' comprehension about the implementation of the genre based approach, and teachers' opinion about the implementation of the genre based approach.

To know the teachers' knowledge about the implementation of the genre based approach, it can be seen from the indicators that have been decided. The first is that the teachers are able to answer question about the definition of the genre. The definition of the genre is **kinds of text**. The three teachers answer the question of the definition of the

genre as **kinds of text**. So that their answer matches to the definition of the genre from the experts.

The second indicator is that the teachers are able to answer the question about the kind of text. According to Depdiknas (2005) there are **twelve genres** or types of the texts that should be taught at Senior High School. They are recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, anecdote, narrative, procedure, description and review. One of the teachers answered the amount of the texts in general and the two teachers mentioned the kind of texts which were taught to the students in senior high school one by one in every term. The teachers answered that there are **twelve genres**.

The third indicator is that the teachers are able to answer the definition of the text. Something can be said as a text if it has tenor, field, mode, and it is in context. The text can be short and long. And the text represents the unified meaning. The teachers said that a text consists of the mode, tenor and field, and it can also be seen that it is in the context. For example, the researcher asked them to explain about the word STOP, they said that the word STOP can be a text if it is for example in the barrier. There was a word stop that aimed to users of the street in order to stop when the train is passing by, the meaning of the word is asking the rider to stop, the situation is when the train is passing by, and it is in the Indonesian culture. But the word STOP cannot be included as a text when it is only written in the book that has no meaning. The conclusion is that the teachers' answer matched to the definition of the text from the experts.

The fourth indicator is that the teachers are able to answer the question about the implementation of the four cycles

in the genre based approach. In the implementing genre based approach, there are four cycles that should be used in the classroom activities. The first is building knowledge of field, in this stage the teachers have to try to enlarge students vocabularies related to the topic. For example, the techniques that can be used are question and answer about the topic, listing the vocabularies, telling a story, and the other activities that make students interesting to learn the lesson. The next stage is modeling, in this stage; the teachers give the model or the example of the text. For spoken cycle, the activity is listening comprehension. For written cycle the activity is reading comprehension. The next is in the joint construction the teachers have to make students confident in producing the skills both in written and spoken. The examples activities are brainstorming, organizing idea, drafting, revising, editing. The last, in the independent construction, the activities is used to measure how far the students master the lesson.

The teachers said that the first step in implementing genre based approach was building knowledge of the field, then modeling, after that joint construction of the text and the last was independent construction. For building knowledge of the field, students were given the vocabularies related to the text that would be read by the students. The activities were suitable with the principle of the building knowledge which was aimed to make the students get into the topic that would be discussed. The next in the modeling, teachers gave students the text to read, sometimes one of them was asked to read the text aloud. In joint construction teachers asked students to make text in group or pairs. The last, in the independent construction the students were asked to make a text related to the topic

discussed individually. From the teachers' explanations, it can be seen that they have used the appropriate methods in their classroom.

The next indicator is that teachers are able to implement the techniques in the classroom. In fact, the teacher did not apply these techniques appropriately. For example in the two classes that is observed. In the first class, students were asked to read texts and answer the questions related to the text. The teacher also explained about the question words in English and the way they answer it easily. The teacher gave smart steps in answering the questions in the text which contained of question words easily and correctly. In the second class, the teacher spent the 90 minutes by reading a text and explaining the content of the text. The first time teacher entered the classroom and asked students to open their textbook. The technique used by the teacher was in the modeling step. He missed the first step in genre based approach, building knowledge of field.

The teacher did not apply the steps in the genre based approach properly. In classroom the teacher did not follow the steps in order even the steps recommended in the genre based approach did not implemented at all. The English teaching learning activities in this school was focused on how the students would be able to do their next examination well so that the teachers used the certain techniques that were suitable with the students' condition.

The second aspect of the teachers understanding is that the teachers have the comprehension about the implementation of the genre based approach. The indicators that can be used to measure the comprehension are the teachers are able to distinguish one text to the other and the teachers are able to distinguish between one

step and the other steps in applying the genre based approach.

The teachers were asked to explain about the difference between report and descriptive text. The difference between report and descriptive text is place on the range. The report text is wider than descriptive text. It means that report covers the topic all over the word. For example, 'elephant' is report while 'my elephant' is descriptive.

The teachers' explanation said that descriptive was more specific than report text. The teacher gave examples with the topic CAT. The teacher said that talking about CAT in general means that we were talking about report text. But CAT that were discussed in descriptive text was more specific and usually in the form of possession. For example, my cat, brownies, black. From the comparison above, it can be said that the teachers answer about the difference between report and descriptive text match to the theories from the experts.

The second indicator is that the teachers are able to distinguish between one step to another. In this question, the researcher asked the teachers to explain about the difference between the building knowledge of the field and modeling steps. BKOF is the preparation step. It functioned to prepare students to get into the new topic of the text. It is used to enlarge students' vocabulary. While modeling step is to give the example of the text so that they are able to recognize the example of the text and its organization.

According to the teachers, building knowledge of the field was the activities that make students are able to get into the text. The techniques used to implement in the classroom in building the students' knowledge were: telling a story about the topic in the text, listing the vocabularies in

the text, question and answer about the text. In modeling step, the teachers asked students to read the text and sometimes asked one of them to read aloud. From the teachers explanation above it can be concluded that they are able to distinguish between the BKOF and modeling step.

In developing syllabus in school based curriculum there are some steps that generally used by the teachers. Those steps are: planning, implementing, evaluation, and revision.

The standard competence and the basic competence have been decided by the minister of education. Teachers in the school only developed their teaching learning activities. The materials were also decided by the minister of education by giving the book that should be taught to the students.

The teachers developed syllabus and lesson plan without monitoring and assessing from the other teachers or the supervisor. The syllabus and lesson plan were only signed by the head master. The syllabus and lesson plan were evaluated by the supervisor if there was a supervisor came to the school. The teacher said that the syllabus and lesson plan were assessed for the certain purpose for example if the certain teacher got promotion.

From the explanation above, it can be concluded that the teachers in SMA Negeri 1 Manyaran understand the implementation of the GBA. They also agree and support that the GBA is implemented in their school. The weaknesses of the implementation of GBA in this school are: the teachers did not implement the steps recommended in GBA and they did not follow the steps in developing syllabus and lesson plan. The teachers followed the planning and implementation steps and they did not follow the evaluation step. Because there was no evaluation, there was no revision too.

CONCLUSION

The teachers in SMA Negeri 1 Manyaran understand about the genre based approach and its implementation in the classroom. They have knowledge about the implementation of the GBA, they comprehend about the implementation of the GBA, they agree and support to the implementation of the GBA and they judge that GBA is better than the previous approach.

But, in teaching learning activities, the teachers do not implement the steps recommended by the GBA. It is because of the problems faced by the teachers. The problems are the students low competence and motivation and the prescribed curriculum that should be followed by the school.

SUGGESTION

After analyzing and making conclusion about the research, the researcher gives some suggestions in order to make a better improvement.

For the students, they have to find the way to make them interesting in English outside school, for example by watching English movies, listening to the English songs, reading an English novel, etc.

For the teachers, they should use the steps in the genre based approach appropriately. The students with low competence and motivation will be able to answer the questions in the examination if they are able to catch the lesson easily. Besides preparing students to meet the next examination, the teachers should considering about the students readiness in using English as a means of communication, so that their knowledge in English can be implement in the real communication. It will be better if the teacher used the challenging and interesting techniques so that the

students are able to catch the lesson easily, they are able to use their English in the real communication, and they are able to get the great mark in the examination.

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