

THE IMPLEMENTATION OF GENRE BASED APPROACH IN ENGLISH TEACHING AT ISLAMIC SENIOR HIGH SCHOOL MODEL (MAN MODEL) JAMBI

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Abstrak: Para guru mata pelajaran Bahasa Inggris menyatakan bahwa mereka telah menerapkan Metode Pengajaran Berbasis Genre dalam mengajar Bahasa Inggris. Dalam kenyataannya proses pengajaran dan pembelajaran Bahasa Inggris belum sesuai dengan ketentuan-ketentuan Metode Pengajaran Berbasis Genre. Oleh karena itu, penulis mengadakan penelitian yang meliputi cara guru menerapkan metode pengajaran berbasis genre, masalah yang dihadapi guru dalam penerapan, penyebab permasalahan beserta cara pemecahan masalah yang dilakukan oleh para guru. Jenis penelitian ini adalah penelitian qualitative. Informan penelitian ini adalah para guru Bahasa Inggris dan beberapa orang siswa di Madrasah Aliyah Negeri Model Jambi. Dalam mengumpulkan data, penulis melakukan observasi, catatan lapangan dan wawancara. Dari temuan penelitian ini, penulis menemukan bahwa ada beberapa ketentuan metode pengajaran berbasis genre yang belum ditemukan di dalam kelas, beberapa dilaksanakan tidak sesuai dengan ketentuan metode pengajaran berbasis genre, dan sebagian lagi sudah sesuai. Selanjutnya, ada beberapa factor masalah yang dihadapi guru dalam menerapkan metode ini, faktor-faktornya adalah factor dalam hal aktifitas pengajaran, materi pengajaran, media pengajaran dan pengelolaan kelas. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa guru belum menerapkan metode pengajaran berbasis genre secara keseluruhan.

Key Words: *Genre Based Approach, English Teaching*

Introduction

In the history of education in Indonesia, Government has made changes and improvements to the curriculum for several times where the goal is certainly to adapt for the development and progress of the times. With the appropriate curriculum, it is expected that the educational goals and objectives will be achieved optimally.

One of the latest innovations made by the government is to improve the quality of the previous

curriculum, competency-based curriculum, with the issuance of the laws of the Republic of Indonesia number 20 of 2003 on the national education system. It is also based on the government regulations in Republic of Indonesia number 20 of 2003 on national education systems and Indonesia republican government regulation number 19 of 2005 on national education standards that mandate School Based Curriculum (SBC) organized by the school by referring to the content

competency standards. This curriculum demands students to master the four language skills; speaking, reading, writing and listening.

One of the crucial issues related to the changes of the new curriculum, especially for English teaching, in Competency Based Curriculum or School Based Curriculum, is that the teacher should apply an approach used in teaching and learning process; Communicative Language teaching, in which Genre Based Approach is included.

Genre Based Approach is an approach which should be implemented by English teachers in teaching all skills in English; listening, speaking, reading and writing through the texts or genres. According to Lin as cited by Lana (2009: 2) in Genre Based Approach, teaching and learning is focused on the understanding and producing selected genre of texts. Moreover, Lana (2009:5) describes the stages which are suitable to be taught in Senior High School in Indonesia. The stages are taught in two cycles. The cycles are oral and written cycle. Oral cycle is specifically implemented in order to develop students' ability in speaking and listening, while written cycle is implemented for developing students' writing and reading ability.

One of the models of Genre Based Approach framework has four stages. The first stage is Building Knowledge of The Field. This stage is also called preparation stage in which students are prepared to get into the new topic of the text by topic identification and given the experience about the content of the

text. The second stage is Modeling of The Text. In this stage students will be shown the example of the text in the hope that the students become familiar with the target text type or genre, especially for the linguistic and organizational features the genre contain. The third stage is Joint Construction of The Text which will build students' self confidence in productive skills. It is realized by teacher's effort in grouping students in order to allow them cooperate each other. The fourth and will be the last stage will be Independent Construction. In this stage student's achievement will be measured in order to get information about students' achievement in mastering the lesson.

From the description above toward Genre Based Approach, a conclusion can be drawn is that this approach gives more chance for students to participate actively in teaching and learning process. Furthermore, it also provides more opportunities for language performance in daily life context. However, many English teachers are still in doubt for teaching by using this approach. Some of them still do not know the way to use this approach in teaching listening, speaking, reading and writing, included grammar by using genres to the students and they even cannot differentiate the characteristics of each genre, the structures of each genre, the linguistic features and the social function of each genre. Meanwhile, there are many test items about genre in National Final Test. Consequently, this approach will not give significant contribution to the students' learning due to the lack

insights of the teachers in implementing this approach.

The use of Genre Based Approach in English teaching and learning context, forces the English teachers to know and understand about genre, everything related to it, and also the techniques or cycles of teaching; oral and written, and applying it in the real class. Unfortunately, They had not taught English as communicative skill but they had taught their students the knowledge of technical terms. So, the purpose of English language instruction could not be achieved.

MAN Model is one of model of Islamic Senior High Schools in Jambi province. In order to improve the quality of learning and graduates, the school has tried to start implementing Genre Based Approach in the year of 2006 / 2007. Thus, it has been approximately five years this approach has been implemented at the school. However, when the writer observed a class in this senior high school, the writer found that some students could not create and produce the texts that they have learnt either in oral and written form. This of course raise a big question, have the teachers implemented all activities that they should do in every stage? If they have done all the activities in every stages suggested by Genre Based Approach the students should have been able to produce the texts given both orally and written.

Due to these, the writer focused on the implementation of School Based Curriculum. She conducted study at MAN Model where the writer found the problem and furthermore this school has the role as an establishment model for

other Islamic senior high school in Jambi province.

Based on the limitation of problem above, the questions of this research were formulated as how do the English teachers at MAN Model Jambi implement Genre Based Approach (GBA) in teaching English and what are the problems, causes of problems and solutions used by the English teachers in teaching English by implementing GBA. In relation to the research questions, this research was conducted to describe the way English teachers at MAN Model Jambi implement GBA in teaching English as well as problems, causes of problems and solutions used by the teachers.

According to Feez and Joyce in Richards (2010:40), text based instruction or Genre based Approach is based on an approach to teaching language which involves teaching explicitly about the structures and grammatical features of spoken and written texts. There will be a linking between spoken and written texts to the cultural context of their use. It will also involve the design of units of work which focus on developing skills in relation to whole texts. And this method provides students with guided practice as they develop language skills for meaningful communication through the whole text, as stated by Paltridge (2004:2) that it also enable learners to use genres which are important for them to be able to participate in and have access to.

Furthermore, Feez in Johns (2002:67) adds that Genre Approach makes it possible for teachers to select, modify and locate a variety of methods in a principled and strategic way. In other words, they select from

the language teaching repertoire methods that make it possible to build the type of classroom interaction required by different phases of the cycle.

Feez and Joyce in Richard (2006:43) list the descriptions of activities that imply the implementation of Genre Based Lesson in class. The stages are Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text and Independent Construction of the Text. In building Knowledge of the field, students are introduced to the social context of an authentic model of the text type being studied. Then they will be demanded to explore features of the general cultural context in which the text type is used and the social purposes the text type achieves. In the other word this stage will pose students to review what they had already learned and establish a common knowledge base for the lessons to follow (Macken-Horarik, 2002:28).

Furthermore, both Martin and Partridge in Lana (2009) agree that the teaching and learning activities at the first stage of the curriculum cycle, Building Knowledge of the Field, aimed at immersing students in the context of culture, social purpose of the target text, controlling relevant vocabularies and grammatical pattern. However each of them put different emphasis on their view of the Building Knowledge of the Text stage. Meanwhile, according to Derewianka, the activities involved at this first stage are functioned as the pre activities such as pre-listening, reading, speaking and writing. He urges that the first step

which he calls Context exploration functions as actual development, or as the starting point. For Partridge the core idea of all activities at this is the interaction between teacher and class or students and students.

Furthermore, the activities in the modeling and deconstructing the text focuses on introducing particular genre through a model of a text that deals with the field that the students have already explored in the stage of Building Knowledge of the Field (Paltridge 2001:30-33). It is very useful since this stage presents some examples to students who have only limited exposure to authentic English writing (Kim2007:1). Besides, in this stage students will also investigate the structural pattern, cultural context, social function and language feature of the model and will compare the model with other examples of the same text-type.

Moreover, in joint construction of the text stage students will begin to contribute to the construction of the whole examples of the text type. And in this stage the teacher will gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently. Gray in Feez (2002:57) describes the activities included in Joint Construction of the Text such as teacher questioning, discussing and editing whole class construction, then scribing onto board or OHT, skeleton text, jigsaw and information gap activities, small group construction of texts, dictogloss, self assessment and peer assessment activities.

Moreover, in the stage of independent construction of the text, students will be allowed to work

independently with the text. The students' performances will be used for achievement assessment. Teacher can let the students to work on their own (Paltridge 2001:30-33). In this stage the students will try to create their own text based on the genre. The students will work individually, perform their works and give the correction to others.

There are some supplementary aspects of Genre Based Approach Implementation; Curriculum, Media, Classroom Management and Media. According to School Based Curriculum, the language competency model used must be the model which is motivated by language pedagogical considerations stated by Celce Murcia, Dornyei and Thurrell (1995). It is compatible with the theoretical assumption which assumes that language is communication, not merely as rules. It implies that language competence model formulated is the model that enables students to communicate through language to participate with language users in order to accomplish communication goals, that the ultimate competence emphasized by language education is discourse competence. This theory then leads to the formation and classification of discourses as genres which therefore emphasize the implementation of Genre Based Language Teaching at school because it is considered as the most effective methodology for implementing a text based curriculum.

Teachers of English are now required to include the moving image as part of media education and to teach students about how meaning is conveyed; how purpose, form and

presentation affect meaning; and how audiences choose and respond to media (Hart and Hicks, 2002:3). It is also supported by the requirement of Curriculum 2004 that the use of authentic text such as brochure, leaflet, and children short story can make English lesson become more joyful. It can accustom learners with the intertextuality by using various semiotic systems (letters, pictures, things).

Furthermore, media provides teachers and students creative and practical ideas. They enable teachers to meet various needs and interest of their students. They also provide students with a lot of language practice through activities using media. It is compatible with the statement of Leuwen and Martinec (2009:1) that media are most recent resource for communication. From the expert's opinion towards media, it can be concluded that teaching media is a tool used by teachers, facilitators or tutors to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fear, or boredom. There are many kinds of teaching media. In accordance with the 2004 curriculum or known as text based curriculum which proposes Genre Based Approach as the most effective methodology for teaching genres, so the effective media used in this methodology can be in the form of recorded materials, chalkboard or whiteboard, map, overhead, projector, computer, charts, calendar, flash cards, posters, slides, flip charts, pictures, sequential arts, field trips, guest speakers, authentic texts, audiovisual materials, realia and postcards (Richards, 2010:42-45).

According to Djamarah (2000:144) classroom management is the skill of teacher in creating and keeping optimal learning condition. It is parallel to the definition of classroom management stated by Garlach and Ely in Nazardi (2004:4) that classroom management is the process of planning, organizing, coordinating and evaluating people, facilities and resources which is involved in the teaching and learning process.

Furthermore, Hedge (2000:63) states that a communicative classroom also involves the teacher in a wider range of roles beyond that of providing and presenting language. A good deal of time will be spent on managing learning: setting up activities, organizing material resources, guiding students in group work, encouraging contributions, monitoring activities, and diagnosing the further needs of students.

Furthermore, Sanjaya (2008:45) proposes five techniques to be used by teachers in managing classroom. The first technique is that teachers should create optimal learning condition. Furthermore, the second technique is that teachers should be perceptive. Sanjaya explains that teachers should be perceptive towards various behaviors appear in the classroom, either the good behavior such as perceptive towards attention, enthusiastic and high motivation of the students; or receptive towards bad behaviors such as receptive towards ignorance and low motivation of students. The third is that teachers should concentrate students' attention. The fourth technique is that teachers should give the clear instruction and objective.

The fifth technique as the last technique is teachers should be able in giving warning and reinforcement.

The last supplementary aspect of Genre Based Approach implementation is related to the materials. The communicative competence for senior high school students to be developed in 2004 English curriculum include transactional conversations (to get things done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards, etc), monologues and essays of certain genres. Along with the competence, the literacy level for senior high school students is also determined as informational level. This literacy level is determined with the hope that the graduates will be able to access accumulated knowledge typically obtained at higher learning institutions (Agustien, 2004:2). For this reason, the text types for senior high school levels are determined as narrative, descriptive, recount, information report, explanation, exposition, discussion, procedure, news story, report, anecdote, review.

Moreover, Muslich (2007:88) reconfirms that there are several criteria for instructional materials which are relevant with the School Based Curriculum which is intended to support the achievement of basic competence. To realize this, in choosing the instructional materials, there are several things that need to be considered: a) students' potency, b) the relevance to the local characteristics, c) students' usefulness, d) timelines, depth, width of instructional materials, e) relevance to the students' need and

environment demand, f) time allocation.

Method

This research observed the way English teachers perform the process of teaching and learning by using this approach and the problem faced by teachers in implementing the approach as well as the causes of the problems and the way teachers solve the problems. Therefore, this research was designed into a qualitative approach by using phenomenological method.

According to Patton (1990:71) a phenomenological method focuses on descriptions of what people experience and how it is that they experience what they experience. Furthermore, Sukmadinata (2008:63) states that phenomenological research collect the data concerning the concept, opinion, conviction, attitude, evaluation and giving meaning to the situation or the life experiences.

The research was carried out at MAN Model Jambi. The school is located in Jl. Adityawarman Sukarejo Thehok Kota Jambi. The informants of this research were English teachers at MAN Model Jambi. There are seven English teachers at this school. In this research, the writer chose all teachers as the informants. Because the writer was not allowed to conduct observation towards the three English teachers of third grade students due to final examination preparation, so those teachers were only interviewed to obtain data about the implementation of Genre Based Approach. The data were also strengthened by the interview to student of each teacher.

In conducting this research the writer used observation sheet and interview guide as the instruments. To obtain the data for this research, the writer used Observation, Field Note and Interview as the techniques of data collection.

Finding and Discussion

The Implementation of GBA in English Teaching

In conducting building knowledge of the field, most teachers emphasized on doing the step preparing students to get into the topic and sharing experience only. Meanwhile, the other steps were only done at a glance. It is really a pity because as stated by Feez and Joyce in Richards (2010:43) the steps in BCoF is aimed at making students explore features of the general cultural context in which the text type is used and the social purposes the text type achieves. Besides, the text teaching is also aimed at giving sufficient comprehensible input related to the model of language use that can help students to acquire English that enable students to communicate orally and written.

In giving model of the text to students, almost all the teaching steps were applied by the teachers. However, those steps were still not ideally applied. In giving example of the text, the teachers were really dependant on the use of model texts available in students' work sheet, the students were also demanded to do the exercise beneath the text as the way some teachers discuss the content of the text. It is contrary to what Rusman (2010:85) states that teachers should have more references and use multi sources in teaching to avoid students' boredom. Furthermore, the teachers also did

not apply the step of the text linguistic features and generic structure analysis well. Feez in Johns (2002:66) states that in the stage modeling of the text the learners' attention is drawn to the structure and language features of the model. Besides that, in conducting step comparing to another text, none of them did it. Actually the step of comparing to another text is really important for students to do because according to Macken Horarik in Johns (2002:26) this step helps learners explore the distinctive language features of the focused genre.

On the other hand, when teachers conducted the stage named Joint Construction of the Text all the teachers could do well except asking another group of students to respond to the text presented. It was because this step was only done by one teacher. Leading the students to respond to their friends' work give several advantages. It was strengthened by Sanjaya (2008:37) that the step is intended to activate the learning, trigger the wider and deeper learning process and achievement, make students focus on the lesson and refresh the background knowledge the students have had and it can also improve students' participation in each learning step.

Moreover, in conducting the stage of Independent Construction of the text, all the teachers were forced to instruct the students to do it at home. Besides, none of them guide students to check their own task. Richards (2010:44) states that the stage of Independent Construction of the Text was intended to assess learners' performance as their

achievement. Furthermore, the absence of this step can trigger students become unmotivated to study English because they thought that their creation will not be appreciated.

The Problems Faced by English Teachers in Implementing GBA

In implementing the instructional activity based on the requirements of GBA, teachers found difficult to conduct all the steps teaching totally because students sometimes did not understand about their teaching because they had lack vocabulary. In conducting the step of Building Knowledge of the Field, teachers could not do the step of building cultural context. They did not do this due to the teachers' lack knowledge about the way to implement. According to the researcher, building cultural context need to be conducted because the function of conducting the step as stated by Feez and Joyce in Richards (2010:43) is to make students explore features of the general cultural context in which the text type is used and the social purposes the text type achieves.

Furthermore, in giving model of the text studied teachers had difficulty to make students able to analyze the linguistic features, generic structure and social function of the text. It was because students could not understand about the content of the text easily. The comprehension of the text really determines the students' ability to know the certain features of the text. Actually the students can

comprehend the text easily if the teachers have variety of questions types used to question the content of the text as Nation (2008:32) describes variety of question types that can be used by teachers as major means of focusing on comprehension of the text. Besides, teachers also did not do the step of comparing to another text. Furthermore, the problems teachers encountered in implementing the stage named as Modeling of the Text were also aggravated by the teachers' incapability to construct the text. Ideally, in giving model to students teachers should make the text by themselves in front of the students. It is aimed at showing the students about the all components and steps included in constructing text. Besides, it is also beneficial in giving direct experience to students where according to Rusman (20120:258) direct experience is also important to make students become accustomed to face concrete things as the fundamental in comprehending the more abstract ones. However, in the real teaching practice teachers were more dependent to the use of the model text available in text book and students' worksheet.

On the other hand, when teachers implemented the stage Joint Construction of the Text, it seems that teachers did not encounter too significant problems. The problems were related to the students' less participation. Students sometimes did not want to participate actively in the instructional process. Rusman (2010:11) states

that instruction was a process to reach basic competency which is done interactively, inspiratively, fun, and challenging in order to motivate students to participate actively to develop their creativity and talents. So, if the teachers have done the learning as stated before the students must voluntarily participate.

Moreover, in guiding students to produce the focused genre teachers had problem which was caused by the limited time. It made them unable to invite students to present their individual work. Whereas Kunandar (2010) states that students need to be appreciated that it can be done by giving positive comment on their work because it can improve their motivation to study. Meanwhile, when being observed by the researcher the teachers were forced to instruct students to construct the individual text at home and there were no chance provided for the students' individual work presentation. Whereas the time portion given to English lesson according to School Based Curriculum has been regarded sufficient to fulfill the instructional demands, but the teachers' initiative are really determinant factor to realize the learning target as the allocated time.

The Causes of Problems Encountered by English Teachers in Implementing GBA

Overall, the problems teachers had in implementing Genre Based Approach were caused by the lack teaching technique and classroom management the teachers had. It made them unable to implement

GBA ideally. Related to the lack vocabulary the students had, actually teachers did not have strategies to make students became enthusiastic in enlarging their own vocabularies.

The Problem Solving Conducted by the English Teachers in Implementing GBA

The English teachers at MAN Model Jambi had their own way in solving the problems they encountered. Students' lack vocabulary was regarded as the major problem for teachers to implement Genre Based Approach. Most of the teachers solved the problems by doing bilingual teaching in which teacher used English first then translated into Indonesian. Other ways conducted by teachers were by asking the students to read more text by themselves at home. Sometimes, teachers instructed the students to underline the difficult words contained in the text, and then find the meaning by consulting to the dictionary, and finally the students were obliged to memorize the words or develop the words into sentences.

Conclusion

The Implementation of Genre Based Approach in Teaching English

In conducting the stage of Building Knowledge of the Field, teachers could not implement the steps ideally. For instances, in Building Cultural Context two of the teachers admitted they were not able to build cultural context in every meeting due to their limited knowledge. Moreover, in Building Knowledge of the Grammar there was only teacher A did the step as

required, while other teachers only discussed it at a glance.

Furthermore, in Modeling of the Text teachers did not do the whole steps required by GBA. Most of them slightly analyzed the Generic Structure and Linguistic Features of the Text and for the step of comparing to another text was done by one teacher only.

In conducting Joint Construction of the Text where the steps are aimed at preparing students to produce a new text in the focused genre, in the real teaching practice all teachers did not do the step of Asking Students to Do Peer Assessment Activities, while other steps were conducted in any old ways.

The stage of Independent Construction that included the steps Guiding Students to Produce the Focused Genre, Check Their Own Task and Perform Their Individual Text could not be conducted in the classroom due to limited time, whereas it is conducted as the achievement assessment for the students.

The Problems Faced by the English Teachers in Implementing GBA in Teaching English

All the teachers had the same major problem in implementing GBA especially in conducting the curriculum cycles of GBA (instructional activity). The problem was due to students' lack vocabulary and students' participation. It made the teachers hard to ask the students comprehend the text in order to enable them in analyzing the certain characteristics of focused genre. The students' lack vocabulary made them

unable to participate actively in the classroom.

Furthermore, the problem was also from the teachers' use of instructional materials. Ideally, teachers had to choose the materials by developing the syllabus. Not all teachers used the material as the requirements. Most of them seemed dependant on the use of English text book and students' work sheet.

The use of multimedia was also problem in implementing GBA in this school. Teachers only used traditional media in their teaching. None of them used the modern media.

The Causes of Problems Encountered by the English Teachers in Implementing GBA in Teaching English.

- a. Vocabulary: Some of the English teachers did not have creativity in enlarging students' vocabularies that can make the students enthusiastic in enriching their vocabularies.
- b. Instructional Materials: English teachers had no other sources than English text book and students' worksheet to get the materials or text about the genres they taught.
- c. Instructional Multimedia: The multimedia available at MAN Model could not be used due to the broken electricity when the researcher conducted the observation towards the English teachers. Furthermore the lack multimedia available unable teachers to use them in every teaching because they have to use it in turns.
- d. Lack of Training: most of the teachers conducted the generic

structure and linguistic features analysis slightly due to their limited knowledge towards the text components.

- e. Lack of Teaching Variation: Most of teachers tended to conduct the same activities in teaching that can trigger students' boredom to concentrate and motivate to join the lesson.

The Problems Solving Conducted by the English Teachers in Implementing GBA in Teaching English.

- a. Optimalizing the Use of Dictionary: most of the teachers obliged the students to memorize the vocabularies given at home and they would use those vocabularies in interacting with students more often. Moreover, some of the teachers instructed the students to read many texts at home to enlarge their vocabularies and also to make them accustomed to text components analysis. Besides, one of the teachers tried to enlarge her students' vocabulary by requiring every student who made use of social media facebook to use English in commenting and the teacher admitted that she provided time to check it.
- b. Optimalizing the Use of Instructional Media: teachers made effort to use traditional media like pictures, noodle and drinking wrappers, comics and others.
- c. Optimalizing the Use of Instructional Material Resources: teachers tried to find the materials in the magazine, newspaper and internet.

- d. Self Governing: teachers tried to find more explanation of the method by browsing on the internet and also by asking the teachers who had finished their study in English undergraduate program to give them more explanation and it was usually done when they conducted MGMP in their school.
- e. Optimizing the Use of Books Related to English Language Teaching: teachers tried to read many books related to teaching and learning process to improve their knowledge about creating interesting teaching.

Suggestion

Related to the findings and discussions of this research, there are some suggestions related to the implementation of Genre Based Approach in the future: (1) The English teachers of MAN Model Jambi should learn more about how to implement Genre Based Approach in teaching English and they have to be more creative in conducting joyful activity by using multi learning sources and media. (2) It is better for the principle of MAN Model Jambi to equip the teaching facilities at school. (3) It is suggested for the chief of educational department in Jambi Province to conduct the training on the Genre Based Approach implementation for all English teachers. (4) There should be studies conducted in order to investigate the English teachers' preparation and evaluation of Genre Based Approach implementation in longer period to obtain the more accurate data.

Note:

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