

THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING READING: A CASE STUDY AT SMPN 17 IN PEKANBARU

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Abstrak: Artikel ini ditulis untuk mendeskripsikan salah satu penelitian tentang penerapan *Genre Based Approach (GBA)* dalam pengajaran membaca di SMPN 17 Pekanbaru. Penelitian ini bertujuan untuk melihat bagaimana guru bahasa Inggris menerapkan GBA dalam mengajar membaca jenis-jenis teks dan mengidentifikasi kesulitan guru dalam mengajar membaca jenis-jenis teks dengan menggunakan GBA. Penelitian ini adalah penelitian deskriptif dengan menggunakan observasi dan wawancara sebagai instrumen penelitian. Observasi dilakukan untuk melihat bagaimana guru bahasa Inggris menerapkan GBA dalam mengajar membaca jenis-jenis teks. Wawancara dilakukan untuk mengidentifikasi kesulitan guru dalam mengajar dengan menggunakan GBA. Dari hasil observasi, guru mengulang aktifitas yang sama dalam menerapkan GBA di setiap kelas. Sedangkan dari hasil wawancara, mereka mengatakan bahwa kesulitan yang dihadapi adalah keterbatasan kosakata siswa, grammar, kurangnya motivasi, dan keterbatasan waktu dalam mengajar menggunakan GBA.

Keywords: *Implementation, genre, approach, reading*

Introduction

Reading takes an important role in learning English. By reading, students can gain a lot of knowledge and improve their language skill. Many experts define reading in different ways. According to Burnes (1991:48), reading is not a mechanical passive task. It involves evaluating and using what is read. It is a thinking reasoning activity. Readers need to bring to bear on the task knowledge which they have built up by accumulated experience or a period of time and match it against the text.

Burnes (1991:45) also states that reading is comprehending written discourse. It is an interactive process in which the reader engages in an exchange of idea with an author via

the text. It is the process of transferring meaning (massage) from the writer to the readers. The process will run if the reader can catch the writer's message. Message itself expresses the idea of writing, opinion, knowledge, fact, etc.

There are some reading components that should be focused on comprehending reading texts. Stanley M and King (1989:330) states that there are five reading components that may help students to read carefully. Those are: 1) Finding factual information: it requires students to scan specific detail of the text. It usually appears with guessing question word. 2) Finding main ideas: it is the main topic that is being discussed in a paragraph in which help students to guess what paragraph

is about. Main idea can be found in the first, middle, or in the last sentence of the paragraph. 3) Finding the meaning of vocabulary in the context: students can guess the meaning unfamiliar word with him/her by relating them to the surrounding words or the words that appear around them. 4) Finding reference: the same words or phrases found in several time in the paragraph. They are usually short and very frequently pronouns, such as she, he, it, they, her, him, and many others. 5) Making inference of reading text: students are expected to make accurate prediction. The prediction can made by correctly interpreting the indicators a writer's gives.

When the researcher interviewed some of teachers at one of Junior High School (SMP N17) in Pekanbaru, four of six English teachers said that students' reading comprehension scores in the National Final Test was low. In the National Final Test, there were many test items about the genre itself, and the students were not able to comprehend the text well. Moreover, they were also not able to get information from the text, such as: to identify the topic/main idea, purpose, detail information, meaning of the word, reference, to find the answer to specific questions, and others. Actually, they had been trained to use and know the characteristic and the structure of a text as well as the idea that was going to be produced.

In 2006, the government applied School Based Curriculum (KTSP) that proposed the Genre Based Approach as the teaching approach. According to Lin (2006:2) in Genre Based Approach, teaching and learning focuses on the

understanding and production of selected genres of texts. Furthermore, Gao (2007:5) states that genre approach shows a powerful response to the deficit of process models.

Teaching and learning around text genres has become increasingly influential in main stream EFL in a number of situations, including "primary, secondary, tertiary, professional and community teaching context" involving native speakers of English as well as ESL and EFL learners.

This approach is used to master all of language skills (Reading, speaking, listening and writing). Those skills are taught through several kinds of reading texts (genre). Nowadays, the curriculum KTSP has changed to be the Curriculum 2013 which advocates the use of scientific approach to teach English.

These genres are taught from year seven until nine; each grade studies different number of the texts. Although the curriculum has changed but the steps of Genre Based Approach that are BKOF (Building Knowledge of the Field), MOT (Modeling of the Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text) can be accommodated in the Scientific Approach.

According to Martin in Chappell (2004:4-9), the activities of GBA in the classroom consists of cycles, the cycles consists of number of stages. Each stage has special objectives and activities, such as:

- a. The field-building activities: that is the aimed at immersing the learners in the context of culture and social purpose of spoken text, their temporal and spatial context, the roles and

- relationships of the related components, and the role of the language within the activity, as well as medium chosen.
- b. The text modeling and a deconstruction of the text. This involves analysis of the rhetorical staging on the spoken text, the lexical and grammatical resources used.
 - c. The joint production of similar spoken text is carried out by the teachers and learners.
 - d. The independent construction of the text by the learners themselves.

Since Genre Based Approach used in KTSP Curriculum, it saw that it was hard for the teachers to adapt this approach in teaching and learning process. The researcher also interviewed a consultant at LPMP (Lembaga Peningkatan Mutu Pendidikan). Based on the interview he said that most of the teachers admitted that they still had difficulties about GBA, the structure of each genre (narrative, descriptive, etc), the linguistic features, and the social function of each genre. The teachers were also doubtful about how to use this approach in teaching listening, speaking, reading and writing, included grammar. Sometimes, one or two stages that they think it is important to their teaching in one meeting only, such as: BKOF and ICOT, whereas MOT and JCOT were not applied.

Based on the phenomena above, the researcher conducted a research in order to describe:

1. How do English teachers implement the steps of Genre Based Approach in teaching English reading text at SMP N17 Pekanbaru?

2. What are difficulties faced by English teachers at SMP N17 Pekanbaru in using GBA in teaching reading?

Method of the Research

This study was a descriptive one. The purpose of this research was to gain information about phenomena in order to describe existed condition in the field. Sudaryanto (1995) states that descriptive research describes the way things are which is based on facts. Here, the researcher described the teachers' performance in teaching reading by using GBA and the difficulties faced by the English teachers in teaching reading through GBA.

The subjects of this research were four English teachers who had received training about GBA at SMP N17 Pekanbaru. The data were collected through observation and interview. Observation was conducted in order to get information about how the process of teaching English through GBA. For this observation, the researcher designed the instruments which contained the components involved in the process of teaching reading through GBA.

The interview was conducted to find out teachers' difficulties in teaching English reading text through GBA. The interview was held in an informal situation and a relaxing atmosphere, so that, the informants could share everything towards their implementation of the GBA. The questions were not structured; they depended on the previous answer given by the participants but limited to make the conversation in the line by developing question focused on the research.

The data were analyzed by using a technique suggested by Miles

and Huberman in Emzir (2011:129). The steps are as follows:

First, the researcher interviewed the informants about their understanding about the concept and their knowledge about Genre Based Approach and how they applied it in the process of teaching and learning. After that, the researcher checked the components of GBA in every stage. The stage of teaching was observed especially the process of teaching reading.

Second, the researcher did data reduction. It was related to the process of selecting, focusing, simplifying and abstracting as well as transforming the raw data which are gained in the research. Researcher grouped the data based on the way they are gained. They were classified into two groups; they were data from interview and teaching observation.

Third, activity of analysis was data display. The data gain is performed and organized that permit conclusion drawing and action taking.

Fourth, this was the last step of data analysis activities. The researcher made a conclusion. Sugiono (2005:99) says that the conclusion in the qualitative research can be in form of description about the object of the research.

Finding and Discussion

The data of this research were obtained from classroom observation and the implementation of teaching reading through GBA and interview about teachers' difficulties in teaching English reading a type text using GBA. In the implementation of GBA, the activities of the teachers were done in four steps of the GBA cycle. There were BKOF (Building Knowledge of the Field), MOT (Modelling of the Text), JCOT (Joint

Construction of the Text) and ICOT (Independent Construction of the Text). In this research, only two of them were analyzed more deeply, namely BKOF and MOT, because both of them belong to the reading activities; others belong to written or spoken activities. Based on the data collected, the findings of this research are described in the following:

1. The Implementation of GBA in Teaching English Reading Text at SMP N17 Pekanbaru.

The observations were done two times for each teacher. At each class, the teachers taught different genre for each class. In BKOF stage, almost of the activities were applied by the English teachers in BKOF stage. However, in BKOF stage, the teachers did not build students' cultural context. Building cultural context needed to be conducted because the function of conducting the step was to explore features of the general cultural context in which the text type used and the social purposes the text type achieves. The teachers did not discuss the purpose of learning material and socio cultural context. Generally, they started the meeting by giving the questions related to the previous lesson then, the teacher introduced a kind of text to the students. The teachers asked some questions to the students to share about students' experience. They also repeated the same activities for each class. Based on the interview, teacher D states that "In BKOF activities the students were asked generally about students' prior knowledge."

In MOT phase, all English teachers implemented all the steps in MOT phase. In reading comprehension activity, usually all

English teachers asked several questions about the text and discussed the content of the text together. However, for analyzing the generic structure, the social function, and the linguistic features of the text, they gave explanation slightly to their students. Teacher B says that “I give the model of a genre, analyze all aspects of a genre and students did the exercise, and teachers’ model (sequence event or idea).”

In Joint Construction of the Text, all English teachers did all activities in JCOT phase. But, one English teacher did activity for reading comprehension. Teacher C states that JCOT phase is also important. The students can work in group and discuss to answer the questions. By answering the questions based on the text, the students can also discuss all aspects of the text because many test items in National Final Test are about comprehending reading texts. In fact based on the theory, there is no reading activity in JCOT phase. Reading activity is only done in BKOF and MOT phase.

In Independent Construction of the Text one English teacher discussed the students’ task at the time in her teaching and three English teachers did not discuss the students’ task because, while the students produced a text, the bell rang. So, the teachers continued for the next meeting and the students’ task for homework.

2. Difficulties Faced by English Teachers at SMP N17 Pekanbaru in Using GBA in Teaching Reading.

Based on the interview about teachers’ difficulties in using GBA in teaching reading, the researcher found that some difficulties in teaching

reading by using GBA. In conducting BKOF phase, all English teachers were more emphasized on doing the steps of preparing students to get into the topic and sharing experience. Meanwhile, the other steps such as building cultural context and vocabulary were not done ideally. In building cultural context, all English teachers did not apply this step. In interview, they said that they did not know how to apply this step.

In MOT phase, all English teachers applied all steps in this phase. However, most teachers did not apply the steps well. The teachers had difficulty to make students be able to analyze the generic structure, the social function, and linguistic features of the text. It was because the students could not understand about the content of the text and the teachers did not give direct experience to the students in comprehend of the text. The comprehension of the really determines the students’ ability to know the certain features of the text. Besides, it was beneficial in giving direct experience to students. It was supported by Rusman (2012:258) who states that direct experience is also important to make students become accustomed to face concrete things as the fundamental in comprehending the more abstract ones.

In JCOT phase, the difficulties were related to the students’ less participation. The students sometimes did not want to participate actively in their group because they relied on the other students to finish the task. Not all the students were motivated to do their group work. If they were out of control so, only some students actively engaged in the group work. According to Rusman (2012:11),

instruction is a process to reach basic competency which was done interactively, inspiratively, fun, and challenging in order to motivate students to participate actively to develop their creativity.

In conducting ICOT phase, most teachers were forced to instruct the students to do it at home or continued for the next meeting. In the interview, all English teachers had difficulty which was caused by the limited time. It made them unable to invite the students to present their individual work. Kusnandar (2010) states that the 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.

Conclusion

Based on the findings and data analysis, it can be concluded that all English teachers understood in general about the concept of GBA. The teachers did the process of teaching in the class by doing four phases (BKOF, MOT, JCOT, and ICOT) in the class. However, all of the four phases did not implement well in teaching and learning process. The teachers also got some difficulties in teaching reading by using Genre Based Approach.

The teachers did not build students' cultural context in BKOF phase. Generally, they started the meeting with the questions about students' experiences. They also repeated the same activities for each class. In MOT phase, all English teachers implemented all steps in MOT phase but, they did not give direct experience to the students to comprehend of the text. In JCOT phase, all English teachers implemented all the activities in

JCOT phase. All English teachers asked the students to be a leader of each group. The teachers let the students to work in group by instructing the students to discuss about the text. In ICOT phase, one English teacher implemented all the steps in ICOT phase. She gave limited time to the students to do their task. After waiting for the students doing the task, the teachers asked the students to stop writing and checked the task.

Regarding difficulties in the application of this approach, it found that the most difficulty was in MOT phase. The most difficulty in MOT phase was the students have limited vocabulary. So, the students do not understand about the text being studied.

Suggestion

This research has revealed some perspectives and experiences of a small group of Junior High School English teachers concerning their teaching practice using Genre Based Approach for teaching English reading skill. Due to the scope of the issue and the limitations of the study, the result are not able to represent the generalized condition for all teachers in Riau province.

Since Genre Based Approach was expected to be implemented in 2004, the English teachers are suggested to attend the trainings or workshop about GBA and learning cycles. The workshop will give more informations and skills so that, the teachers can apply GBA in right way.

The small workshop through MGMP can also be helpful for the teachers. So, it is suggested to the education principles to run the workshop about GBA and invite all

English teachers in their area regularly and continuously.

Related to the process of observation, the researcher suggested that other people who are going to do the research about GBA, especially about teaching and learning cycle, can do the research in longer period, in order to get a better and more accurate data.

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