

PUBLICATION PAPER

**THE IMPLEMENTATION OF GENRE BASED APPROACH IN
TEACHING ENGLISH AT MTsN 1 SRAGEN IN 2011/2012
ACADEMIC YEAR**



by :

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APPROVAL

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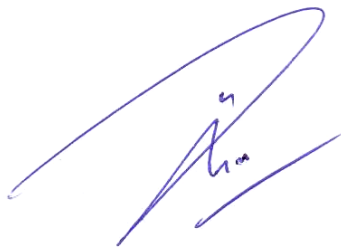
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**THE IMPLEMENTATION OF GENRE-BASED APPROACH IN
TEACHING ENGLISH AT MTsN 1 SRAGEN IN 2011/2012 ACADEMIC
YEAR**

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SUMMARY

This study aims at describing the implementation of Genre-based Approach at MTsN 1 Sragen. The objective of the study is to describe the teaching learning process at MTsN 1 Sragen using Genre-based Approach. The writer applies descriptive qualitative research uses ethnographic study as the type of this research. The data are derived from event, document, and informant. There are three methods of collecting data namely: observation, interview, and document. The techniques for analyzing data are reducing, display, and verifying. The result of this research shows that the goal of teaching English is to enable the students in understanding English as means of communication and active in practicing English. The classroom procedure consists of two patterns. The first patterns are BKOF, MOT, JCOT, and ICOT. The second patterns are BKOF, MOT, and ICOT. The classroom activities consist of the activities during BKOF, namely asking question and giving explanation. The activity during MOT is giving model text. The activity during JCOT is group work and the activities during ICOT are giving task in the classroom and giving the task as homework. The writer also found the strength and the weakness based on the syllabus,

indicator, material and classroom procedure. The teacher of MTsN 1 Sragen does not always use the stages of Genre-based Approach in teaching English.

1. Introduction

Based on the bill Republik Indonesia No.20 Year 2003 about National Education System and Government Arrangement of Republik Indonesia No.19 Year 2005 about Standar Nasional Pendidikan, it is instructed by the government to every unit of education to apply School based Curriculum (KTSP). In addition, based on the government degree No.19 2005 article 17 verse 2 it is stated that school and school committee or Islamic school and Islamic school committee should develop the School-based Curriculum and its syllabus according to the concept of the Curriculum and standard of Graduate Competence, license of regency supervision that is responsible in education levels of elementary school, junior high school, senior high school and also the department who is responsible to the government matter in the religious field such as MI, MTs, MA and MAK.

The guidelines of development School-based Curriculum are : (1) Standard of Content (Government Regulation No.22/2006), (2) The Graduate of Standard Competence (Government Regulation No.23/2006), the arrangement of guiding School-based Curriculum from BSNP (National Education Standard Board (BSNP 2006). The principles of the development of School-based Curriculum based on Government Regulation No.22/2006 are the center of the potency, development, need, student's need and their environment-oriented where it stands, variety and integral, perceptive to the science development of technology and art relevance to life needs,

comprehensive, and continuous, lifelong learning, and balance between the national purpose and region purpose.

To increase language competency, based on the 2004 Curriculum for Indonesian Islamic Junior High School and MTs, the objective of English instruction is to improve their communicative competence. It covers four skills : listening, speaking, reading, and writing. It is also clearly stated in the curriculum of Junior High School 2004 that English studies are taught in order to develop the ability to communicate both oral and writing skill, the ability to communicate includes listening, speaking, reading and writing, and it is also to build the student's awareness that English as one of the foreign languages as the main tool for learning and the last point is to develop the understanding about the relation between language and culture and to wide the knowledge of culture.

Genre-based Approach is used as an approach to teach English language. In genre, there are two cycles namely oral and written cycle.

MTsN 1 Sragen is one of the junior high schools which implemented Genre-based Approach in the teaching and learning of English. It is being implemented since 2004. After the writer does observation in the MTsN 1 Sragen especially in VIIIIC Class, the writer found that the use of Genre-based Approach is very effective for students because the students can know the kinds of text. The students are able to make texts. from their imaginations that are suitable with their lesson.

The English teacher of MTsN 1 Sragen in the implementing of genre based approach makes the students to actively participate in teaching learning. This is could look of pre-observation from the writer. The teacher Erlyn Fajarwati Spd, asked the students to read the text about history, and one of the students read the text, and other students to scrutinize. After reading the text, the teacher asked the students to look for the difficult words and then the teacher interpret those words. After that, the students identify the types of the text and the generic structure. The history is a narrative text. Narrative text is one of the kinds of genre that give in the junior high school. Narrative text is to amuse, entertain and to deal with actual or vicarious in different ways; narratives deal with problematic events that lead to a critics or turning points of some kind, which in turn finds a resolution. The teacher asked the students to complete the text. Based on the statement above, the students can know the types of the text that they read. The student can also write a narrative text based on their experience. The weakness of this class that the students cannot identify the generic structure of text types very well. Based on the statement and pre-observation above, the writer wants to conduct her research entitled THE IMPLEMENTATION OF GENRE – BASED APPROACH IN THE TEACHING OF ENGLISH AT MTsN 1 SRAGEN IN 2011/2012 ACADEMIC YEAR

Problem Statement in this research is How is the implementation of English using Genre-based Approach at the second year students of MTsN 1 Sragen?

Limitation of the Study in this research, the writer focuses on the subject of this research is only the second year student especially in VIII C class and The object of the research is focused only on the process of teaching English using genre,

Objectives of the Study aims to describe the teaching learning process of English using Genre-Based approach at MTsN 1 Sragen. Specifically the research aims to describe (1) the indicator in MTsN 1 Sragen, (2) the material to second year students at MTsN 1 Sragen, (3) the syllabus in MTsN 1 Sragen, (4) the procedure of teaching English using Genre-based Approach, (5) the classroom activities in each stage teaching English using Genre-based Approach and, (6) To discover the strength and the weakness in teaching learning process of Genre Based Approach and discover the solution of the weakness.

Benefit of the Study is They are two major benefits. (1) Theoretically, The benefit of this research is to give significant input to the theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities. (2) Practical benefit, it will become a reflection to the teachers in the process of teaching and learning activities, for students to improve English competence when they encounter obstacles in the field of mastering English. for the researcher who is also an English teacher, she will have a direct experience and understanding of the use on the implementation of Genre Based Approach in the teaching English.

Literature Review The first previous study is from Aminur (2009). entitled “*The Implementation of Genre Based Approach in Teaching Writing at SMP PGRI 12 Jatipuro Karang Anyar*”. The objective of this study is to describe the learning cycle of Genre Based Approach in teaching writing, and explaining the problems faced by the teacher in implementing the Genre Based Approach in teaching writing.

The second previous study is from Munikah (2009). entitled “ The Implementation of Genre Based Approach to Develop Oral Skill of The Students at SMPN 3 Jatipuro, Karang Anyar”. The objective of this study is describing about the procedures of teaching oral skill using Genre Based Approach. And the method of this study is qualitative method. The data were collected through collecting sample of activities carried out during oral skill cycle, identification of problems, description of problems and evaluation of problems.

The third previous study is from Nunung (2009) entitled “The Implementation of Genre Based Approach in Teaching Speaking at SMP N 2 Jatipuro Wonogiri”. The objectives of study above are describe the procedure of Genre Based Approach in teaching speaking, discover the problems faced by the teacher and discover the solution of the problem.

In this research, the writer does not only discuss the notion of Genre, principle of genre, procedure of genre, but also discuss the strength and the weakness of implementation Genre Based Approach analysis.

2. Genre Theory

a. Notion of Genre Based Approach

There are many definitions about genre. From Lin (2006) says that genre refer to more specific classes of texts, such as newspaper reports or recipes. Furthermore Partridge (2001)genre describe types of activities such as personal letter, advertisement students essay and the term of text type represent group of text which are similar in linguistic form such as procedure, anecdote, description.

Based on the definition above, genre-based approach is more specific classes of texts and the term of text type represent group of text which are similar in linguistic form such as procedure, anecdote, description.

b. Principle of Genre Based

The first principles of the Genre Based Approach is that learning to write is a social activity (Feez and Joyze, 1998 cited in Emilia, 2005). This principle derives from Hallidays theory about language as a resource for meaning whose structural shape, so to speak, reflects its socio-cultural functions.

The second principle is learning requires explicit teaching. Teachers are suggested to be explicit in relation to what is being studied, why it is being studied, and what will be expected from the students at the end of the course (Gibbons, 2002).

In accordance with the definition above, it can be inferred that the understanding about language should be developed in the context

of real life use which can foster active involvement in learning, independence in writing and the ability to critique the ways language is used in authentic contexts. Moreover, as the teaching of English is explicit the formal classes have ended.

c. Procedure of Genre Based Approach

(1) Building Knowledge of the Field

Learners discuss field, tenor and mode features of oral presentation. In addition, in Building Knowledge of the Field (BKOF) where teachers and students build culture context, share experience, discuss vocabulary, grammatical patterns and so on.

(2) Modeling of the Text

Teacher gives model oral presentation in the class, learners then analyze staging Modeling of Text (MOT) where the student listen to statement of short functional text, conversation text and monologues that are geared around a certain communicative purpose.

(3) Joint Construction of the Text

At this stage, they try to develop spoken text with their peers and with the help from the teacher. They can create different announcement conversation on showing how to do things, monologues on how to make something and so on. They need to demonstrate their speaking ability and to show confidence to speak.

(4) Independent Construction of the Text

After having the experience of collaborating with friends, they enter stage four called Independent Construction of Text (ICOT). At this stage, students are expected to be able to speak spontaneously or to carry out monologues that are aimed at giving directions or showing ways to do things such as how to make a kite, how to make a paper cap, and so on. This, the cycle integrates the development of speaking and listening skill.

d. Types of genre

The genres for junior high school level include : procedure, descriptive, recount, narrative and report. Based on Well's taxonomy, the junior high school literacy level is the functional level.

- 3. Research Method** The of this research is ethnography research. This study, the writer concludes that ethnography is a type of research that observes and describes the human behavior is naturally event in one social group of society. In this case, the writer concerns in one of the educational institution at MTs N 1 Sragen especially in the second semester at eighth year students of class VIII C as a subject of the observation in the classroom teaching learning process in the implementation of Genre Based Approach in teaching English at MTs N 1 Sragen in 2011/2012 academic year.

The object of this research is the English teaching learning process of the implementation of Genre Based Approach in teaching

English. The writer takes the eighth year students in the second semester of class C in MTs N 1 Sragen in 2011/2012 academic year. The observation begins on January-March 2012.

The subjects of the study are English teacher and the eighth year students in second semester. The name of English teacher who teach the eight students in of MTs N 1 Sragen is Mrs. Erllyn Fajarwati S.pd. She teaches three class of eighth year students from A, B, and C class. Here, the writer chooses class C of eighth year students in the second semester as the subject observation.

The data are taken from the interview with the English teacher of MTsN 1 Sragen, The sources of data are events, informant, and document. Method of Collecting Data (1) observation, (2) interview, (3) documentation.

Technique of Analyzing Data, After collecting the data, the next step is analyzing the data. Based on the methods used (1) Reduction of the data, (2) Display of the Data, (3) Conclusion and verification.

4. Research Finding

a. The Indicator

The indicators in MTsN 1 Sragen appropriated with syllabus and based on the aspect of genres. The first on the listening, For example, the students listen to the recount text by teacher and then the teacher explained about the social function and generic structure of recount text namely orientation, even, and reorientation. The second is the speaking. For example in the recount text the teacher instructed the students to retell

their holiday and instructed the students spoke up in front of the class. The third on the reading. For example in the narrative text, the teacher instructed the students to read the story of “*Enough Time?*” aloud. The last on the writing. For example, the teacher instructed the students to made paragraph appropriate with narrative text. The students make a written text with the theme about story.

Based on the explanation above, the writer knew that the indicators at MTsN 1 Sragen in teaching English of Genre Based Approach appropriate with syllabus and the indicators formulated by teacher match with the aspect of genres.

b. Syllabus Model

The syllabus of MTsN 1 Sragen is made and is arranged the syllabus by the teacher. In MTsN 1 Sragen, the syllabus is appropriate to the new curriculum, namely School-based Curriculum. The teacher used some book as the material source. The type of syllabus is genre/text-based syllabus because material of English in junior high school of second semester related to text genre namely *narrative text* and *recount text*.

c. Material

The teacher teaches her students based on the topics and sub-topics which are exist in the LKS book. The title of this LKS is “BAHASA INGGRIS for class eighth second semester” publisher by *Intan Pariwara*. There are 99 pages, This book not only described about several types of text such as narrative text and recount text but this book also describe

about kind of expressions in daily lives, grammar, short functional texts, example of dialogue, and exercise.

d. The Classroom Procedure

In MTsN 1 Sragen the teacher used procedures in English. The first procedure is BKOF, MOT, JCOT, and ICOT. The second procedure is BKOF, MOT, and ICOT, without JCOT.

(1) The First Procedure : BKOF MOT JCOT ICOT

The first procedure of the classroom procedure begins with BKOF (Building Knowledge of Text). In this section the teacher gives the questions to the students related to the material. Then it is followed by MOT (Modeling of Text). The teacher gives example of the text. In JCOT (Joint Construction of Text) the student make groups in doing the task. The last is ICOT (Independent Construction of Text); here the students do the task individually. It is suitable with the procedure of Genre-based Approach.

(2) The Second Procedure (BKOF-MOT-ICOT)

BKOF-MOT-ICOT is the second procedure of the classroom procedure used by the teacher at MTsN 1 Sragen, it was a little different from the first procedure. The first procedure is appropriate with theory of Genre-based Approach. Theory of Genre-based Approach consist of four stages namely Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of

Text (ICOT) but in this procedure the teacher only used three stages namely building Knowledge of the Field (BKOF), Modeling of Text (MOT), and Independent Construction of Text (ICOT). It meant the teacher did not use Joint Construction of Text (JCOT).

e. Classroom Activities

(a) Activities in Building Knowledge of the Field (BKOF)

The teacher at MTsN 1 Sragen has many ways to deliver the material to the students. The activities in BKOF that were done by the teacher at MTsN 1 Sragen were by asking question and giving explanation.

(b) Activities in Modeling of the Text (MOT)

In MOT, the activity was done by the teacher is giving model of text. The teacher gave the example of the text appropriate with the material will be discussed. The model of the text could be oral or written. After reading the text, the teacher identified and explained the generic structure to the students.

(c) Activities in Join Construction of the Text (JCOT)

The activity in JCOT was the students work in pair. They were doing exercise with their friends in a group. The teacher divided the group based on their chair. The teacher divided into 6 groups and each group consists of 5-6 students. The activities was making group in doing exercise.

(d) Activities in Independent Construction of the Text (ICOT)

In this stage, ICOT was the last stage, the students made a written text individually. The students made a written text by themselves. 1) giving the task in classroom and 2) giving the task as homework.

f. Evaluation

The final process of teaching learning activity is Evaluation. The school used daily test, mid test, and final test as a measurement to know the students understanding.

g. The strengths, the weaknesses and the Solution

(1) Based on the syllabus in MTsN 1 Sragen :

(a)The Strength : The type of syllabus is genre/text-based syllabus.

So, the material of English in MTsN 1 Sragen of second semester related to text genre namely Narrative text and recount text.

(b)The Weakness : The material of English subject are listed in the syllabus, but the teacher is not familiar with syllabus. To solve this problem, the teacher don't only guide according to their self because syllabus could be used as a reference for teacher to make a lesson plan.

(2) Based on the indicator in MTsN 1 Sragen :

(a)The Strength : The indicator in MTsN 1 Sragen was appropriate with the syllabus and match with aspect of genre includes language feature, generic structure and social function.

- (b) The Weakness : The indicator in MTsN 1 Sragen based on the four skills of English. But the students can't express their ideas in the form of four skills. To solve this problem, the teacher ought to really guide them if they of difficulties in understanding the English words and the student ought to read about tenses in the library, read the English text and memorize the form of verb.
- (3) Based on the material in MTsN 1 Sragen :
- (a) The strength : (1) The material of teaching English at the eighth year students of second semester are narrative and recount text. It was appropriated based on School-Based Curriculum. (2) The material described about several types of text such as narrative text and recount text. It was designed based on School-Based Curriculum.
- (b) The Weakness : The teacher just used one book for teaching. To solve this problem, the teacher don't only use the material from worksheet like as LKS but the teacher can give the students a hand book to improve the students knowledge.
- (4) Based on the classroom activities in MTsN 1 Sragen :
- a) The Strength : The teaching learning process in the classroom activities are effective. The students are motivated to be active in class. For example, when the teacher asked about the material the students enthusiastically give the responses.

b) The Weakness : (1) The classroom activities does not run perfectly, because the lack of time. The teacher implements four stages of genre, but sometimes the teacher only employs three stages of genre. (2) The teacher didn't use the media in the class to explain the material. So, the situation is monotonous. To solve this problem, to improve the teaching learning process especially in Genre Based Approach the teacher can collaborate the media of teaching learning process with the other media such as game, power point, etc. (3) The teacher didn't use facilities to support teaching learning process especially in listening and speaking skill. Because in MTsN 1 Sragen has less facilities. There is no LCD, sound system and laboratory. To solve this problem, the school should have completed the facilities.

5 Conclusion

In which the writer draws her conclusion after the analyzing the data.

1. The indicator in MTsN 1 Sragen appropriated with syllabus and based on the aspect of genres. The first on the listening, identifying a variety of information in the monolog of narrative and identifying the communicative purpose. The second is the speaking. Doing simple short monologue in the form of narrative and recount. The third on the reading. Identify a variety of functional information in the text, identifying goals functional characteristics of a text linguistic. The last

on the writing. Write a short text and simple text in narrative form with the correct rhetoric step.

2. The syllabus to the second year students at MTsN 1 Sragen is a plan arranged by the teacher. The type of syllabus is genre/text-based syllabus.
3. In the teaching, the teacher only used LKS as the source of material. This book not only described about several types of text such as narrative text and recount text but this book also describe about kind of expressions in daily lives, grammar, short functional texts, example of dialogue, and exercise.
4. The teacher in MTsN 1 Sragen used the four procedures at the classroom that are appropriate with theory of Genre-based Approach. The first procedure is BKOF, MOT, JCOT, and ICOT. The second procedure is BKOF, MOT, and ICOT.
5. In each stage of genre, there are many activities in the classroom was done by the teachers the activities in BKOF is Asking question and giving explanation. Activities in MOT are the teacher give example of the text. Activities in JCOT are the teacher makes a group discussion. Activities in ICOT are giving the task in the classroom and giving the task as homework.
6. The evaluation, the school used daily test, mid test, and final test as a measurement to know the students understanding.
7. The strengths and weakness of teaching Genre Based Approach.

1) The strength are :

a) Syllabus

The type of syllabus is genre/text-based syllabus. So, the material of English in MTsN 1 Sragen of second semester related to text genre namely Narrative text and recount text.

b) Indicator

The indicator in MTsN 1 Sragen was appropriate with the syllabus and match with aspect of genre includes language feature, generic structure and social function.

c) Material

The material described about several types of text such as narrative text and recount text.

d) Classroom procedure

The teaching learning process in the classroom activities are effective. The students are motivated to be active in class.

2) The weakness are :

a) Syllabus

The material of English subject are listed in the syllabus, but the teacher is not familiar with syllabus.

b) Learning objective

The students can't express their ideas in the form of written and spoken skill.

c) Material

The teacher just used one book for teaching.

d) Classroom procedure

The classroom activities does not run perfectly, because the lack of time. The teacher implements four stages of genre, but sometimes the teacher only employs three stages of genre, the teacher didn't use the media in the class to explain the material, the teacher didn't use facilities to support teaching learning process especially in listening and speaking skill.

8. The conclusion the writer concluded that the amount of various methods used by the teacher in teaching English, in the classroom procedure used Genre-based Approach made the students more active, motivated and interested in following the lesson and the students can understand well about the material. Genre-based Approach made the teachers easier to deliver the material. The implementation of Genre-base Approach which is used by the teacher does not use always steps of Genre-based Approach.

Suggestion After analyzing the data, the writer also gave some suggestion to benefit the research English teaching using Genre-based Approach.

In this current study the writer constraint in the classroom procedure and the classroom activities in order to the writer gives some suggestion as follow:

1. For the Teacher

The writer wanted to give some suggestion to English teachers as follow:

- a. The teachers should develop her creativity when her conducts the teaching learning process.
- b. The teacher ought to use different method in the classroom procedure. It had purpose in order the students were not boring with one method in teaching English.
- c. The teacher should manage the time before conducting the teaching learning process
- d. The teacher should motivate the students to be more active in using English oral form
- e. The teacher also ought to attention in JCOT, because, by group working the students can share about their task with friends. So, the students can understand their task more deeply.

2. For the Students

- a. The students must pay attention during the lesson
- b. The students should learn the material at home before the teacher explains it at school.
- c. The students should have self-confidence in speaking class
- d. The students have practice English as much as they can.
- e. The students should work in pairs and solve the problem together.
- f. The students should study more and enrich the vocabulary to increase their knowledge.

3. For the School

The school should facilities with adequate material, media, and source of learning, for example, the school library should provide and enrich the collection of English book.

4. For the Other Researchers

Based on the limitation of the study where the writer limits the current study on English teaching using Genre-based Approach at second year student of MTsN 1 Sragen, the writer hoped that the researchers can develop the current study in the other subject like Genre-based Approach used by the students of garden school, elementary school, Junior high school, or university. Beside that, the writer hoped that the other researchers conduct the research about Genre-based Approach in the other sources.

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