

The Implementation of Genre-Based Approach in Teaching Writing Analytical Exposition Text at SMAN 8 Padang

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Abstract

One of the most popular approaches recommended in teaching writing is a Genre Based Approach. Implementing the Genre Based Approach makes students more assisted and helped through the stages of genre Based Approach and it helps students to produce a sequence of text based on its appropriate generic structures. Beside, implementing the Genre based Approach is not an easy task for English teachers to teach genre to the EFL students, as it requires the English teacher to consider the four stages of Genre Based Approach. This study is aimed to investigate the way how the English teacher of SMAN 8 Padang implements Genre Based Approach in teaching writing analytical exposition text. This study done at grade eleventh of SMA Negeri 8 Padang. The method used is descriptive qualitative study. In collecting the data, the researcher used observation and interview.

Keywords: *genre-based approach*

Introduction

The success of teaching and learning English as a foreign language to the students EFL is determined by several factors, one of which is the teaching methods or approaches used by the English teacher in the classroom. One of the most popular approaches recommended since 2004 curriculum (CBC) until current curriculum known as 2013 curriculum (K-13) is Genre-Based Approach. Genre-Based Approach is a model of teaching used by several countries in the mid-1960s.

The implementation of Genre-Based Approach in Indonesia has begun since the implementation of Competency-Based Curriculum (CBC) or 2004 curriculum (KBK). In the 2006, the government of Indonesia applied 2006 curriculum or School Based Curriculum (KTSP) which Genre-Based Approach is still proposed as the teaching approach. SBC system requires the teachers to create or produce a selected genre. Next, in the 2013, the government changed the curriculum to be 2013 curriculum (*K-13*) which advocates the use of several alternative approaches in teaching English skill. One of the recommended alternative approaches is Genre Based Approach.

Genre Based Approach aims to teach several kinds of genres. Richard (2006:32) states that Genre Based Approach is also called as text based instruction which involve the mastery of different texts that are used in specific context in specific ways. Genre Based Approach is an approach which provides students with explicit knowledge about the language used (Elshirbini Abd-ElFatah Elashri, 2013:8). In other words, Genre Based Approach provides the features of similar group of text based on the social context of the creation and use (Hyland, 2003:21). So, the use of this approach can help the students to create a selected kind of written or oral text. As Feez and Joyce (1998:40) describe that Genre Based Approach is an approach used in teaching language skill about the structure and grammar features of spoken and written texts.

The application of Genre Based Approach makes students more assisted and helped through implementing the stages of Genre Based Approach. This approach is defined through the number of stages including Building Knowledge of The Field (BKOF), Modeling of the Text (MOT), Join Construction of the Text (JCOT), and Independent of Construction of the Text (ICOT). These stages provide several steps in cycles in order to help students to be easy to learn and comprehend the different kind of text. In other words, this approach allows students to learn the kind of text in relation of purpose, social context, and form and language feature of text.

The final objectives of the implementation of Genre Based Approach are to provide students to be more successful in writing a whole of text type and to help students to make sense of language structure, language feature, and composition of the text (Brook in Emilia E, 2005: 61). In other words, due to the expectations of Genre Based Approach, the students are expected to be able in creating the selected kind of text type. This approach provides students with guide practice as they develop language skill for meaningful communication through the whole text.

The implementation of Genre-Based Approach has shown significant results in improving students' writing skill. There have been many studies conducted to investigate the use of Genre Based Approach (e.g. Rosa, 2007, 2013; Rozimela, 2013, 2014; Emilia, E., 2015; Hervinda, 2017; Nurlaelawati, et al., 2017; Ahmad, 2018). The findings of the studies show that the implementation on Genre Based Approach in teaching writing gives a good contribution to the improvement of students' language proficiency and it gives a positive effect to the students' ability. Several experts describe that the students writing skill increase after they learn with the process of Genre Based Approach stages. It helps students to develop their writing text specifically on the genre knowledge, writing process, and feedback from peers and teacher. Students become more confident and enthusiastic in writing practice. In other words, the implementation of genre Based Approach makes students' written text better.

However, based on the preliminary observation at SMAN 8 Padang, even though the English teachers have implemented the Genre based Approach in teaching writing but the students' ability in writing is still low. The students' achievement of writing is far from the expectation. The English teachers said that students' grade is below the minimum passing grade especially in writing. Besides, based on the interview with the English teachers, they said that the students' ability in writing was low, they did not express their ideas in a sequence paragraph, it was difficult for them to organize their ideas systematically and clearly since they were lack of grammar, vocabulary and spelling in writing and also they were confused to use the simple present tense, past tense, how to build a simple sentence, how to use a conjunction in a compound sentence.

Related to the phenomena above, it can be assumed that the implementation of Genre-Based Approach in teaching writing skill does not give a significant contribution to the students' ability in writing text. It can be caused by several aspects such as the lack of understanding in implementing the stages of the Genre-Based Approach, the classroom situation, the students' motivation, the lack of students' vocabulary, teachers' the preparation, the media, and the appropriate material. Thus, a research need to be conducted on "the implementation of Genre Based Approach in teaching writing analytical exposition text at SMAN 8 Padang" to investigate:

1. How do English teachers of SMAN 8 Padang implement the Genre-Based Approach in teaching writing analytical exposition text?
2. What are problems faced by the English teachers of SMAN 8 Padang in implementing the Genre-Based Approach in teaching writing analytical exposition text?

Method

This research is descriptive qualitative research. This research is conducted to analyze the way English teachers implement the number of stages of Genre Based Approach in teaching writing analytical exposition and beside the researcher observes the problems faced by them. The researcher investigates and describes the subjects of this research as what happen in the field naturally. As Gay and Airasian (2000:16) explain that qualitative research provides deep information and understanding about the subject of the research of the way things are, why they are that way and how the subjects in the research perceive them.

This research was done at SMAN 8 Padang. The participants consist of two English teachers (Teacher A and Teacher B) who taught at eleventh grade of SMAN 8 Padang. The participants are chosen that they have deep knowledge and experience in implementing the Genre Based Approach in teaching writing and approved by the principle and the English teachers.

In this research, the researcher used two instruments, namely observation sheet and interview guideline. Observation sheet was used with the purpose to get factual information as what happen in the field exactly. The researcher observed the English teachers during the teaching and learning. Interview guideline used to support the data from the observation, the researcher used the interview by asking some questions to the English teacher and they answer them orally. The interview was used to obtain more information about the implementation of the Genre Based Approach which had been applied in class. And the researcher asked to the English teachers what their problems that they faced in implementing the Genre-Based Approach in teaching writing analytical exposition text.

Findings and Discussion

The data of this research were obtained from classroom observation during the implementation of Genre Based Approach at SMAN 8 Padang. The researcher also obtained the data from interview. The researcher interviewed the participants.

1. The Implementation of the Genre-Based Approach in Teaching Writing Analytical Exposition Text at SMAN 8 Padang

The process of implementing GBA started from the first stage which was Building Knowledge of the Field (BKOF). This stage was done by teachers. Teacher A prepared the students to get the topic and showed the video of "Dangerous of Smoke". While the students were watching the video, teacher A explained and translated the sentences to Indonesian to make the students were easier to understand the content of the video.

Teacher B prepared the students with a text of analytical exposition. Teacher B showed the text by using in-focus. Both teacher A and teacher B, they built the students' knowledge, cultural context, discussed grammatical pattern of the text, explained generic structure of the text, social function. Based on the observation result, teacher A and teacher B did this stage well. However, one drawback that the two teachers did not do in this stage was building students' vocabularies.

In MOT stage, all English teachers implemented the MOT stage. The English teachers played a good role in this stage. The English teachers read the text loudly, translated or interpreted the text to the students. The students listened to the teacher. Then, The English teachers asked one of students to read it. In reading activity, the English teachers asked some questions to the students about the reading text and discussed the content of the text together. The English teachers and students analyzed the generic structure, the social function, the grammatical pattern of the text.

Next, JCOT is the stage where the students try to begin to construct a text collaboratively in pair or group. In this section, the English teachers gave instruction to the students to do activity in class. The students constructed a text of analytical exposition as well as they can in pair. They shared their idea, opinion in group. While the students were doing their activity, the English teachers provided a help, a correction to the students' work.

In ICOT, English teachers did not discuss the students' personal assignments because of limited time in class.

2. Problems Faced by the English Teachers of SMAN 8 Padang in Implementing the Genre-Based Approach in Teaching Writing Analytical Exposition Text

Based on observation and interview about teachers' problems in using Genre Based Approach in teaching writing analytical exposition text, the researcher concluded such as the students' lack of mastering vocabulary, the lack of understanding in implementing the stages of the Genre-Based Approach, time allocated.

The students' lack of mastering vocabulary could be seen when the students constructed a whole of text. This case can be helped if the teacher did not forget one of the BKOF steps, that is building the vocabulary of the text. Actually, by building the vocabulary of the text, the students can be helped. In the interview the teachers said sometimes they forget or didn't how to implement this approach.

Limited time allocation. The teachers did not pay much attention to the time allocation in teaching. So the time of teaching learning is not efficient; for example ICOT stage, it was not implemented well. In this ICOT, students had to be given individual task, but in fact the students did not do the individual task because of the limited time. In the interview the teacher said that they wanted to apply this step, but since there was not time available so they gave the task as homework.

Conclusion

Based on the findings and data analysis, it can be concluded that the English teachers of SMAN 8 Padang understood the implementation of GBA in general. In BKOF, teachers did it well. Teachers built the students' knowledge, cultural context, discussed grammatical pattern of the text, and explained generic structure of the text, social function of the text. In MOT, teachers read the text to the students, interpreted to the students, and last, asked one of the students to read the text. Teachers and students analyzed the generic structure, the social function, the grammatical pattern of the text. In JCOT stage, the students constructed a whole of text in pair or group. This stage is done well. The teachers did the steps of GBA (BKOF, MOT, JOT, ICOT) in the class even though in this research the implementation was not full. Teachers did not apply ICOT stage because of the limited time. The students did not do the individual task.

Regarding to the problem faced by English teachers in implementing the Genre Based Approach, it found that teachers did not build the students' vocabulary. And Teachers did not apply ICOT stage because of the limited time. In this case, the teachers should have done the vocabulary building of the text and paid more attention of time allocation in teaching Writing Analytical Exposition Text.

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