THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING ENGLISH AT SMP 13 KOTA PADANG

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Abstract: Tujuan penelitian ini adalah untuk mengetahui bagaimana implementasi pendekatan berbasis genre dalam pengajaran bahasa Inggris di Sekolah Menengah Pertama (SMP) Negeri 13 kota yang berlokasi di Tabing kota Padang. Penelitian ini merupakan jenis penelitian kualitatif dengan metode deskriptif. Dalam Pengumpulan data dilakukan dengan cara observasi di dalam kelas secara langsung dan juga digunakan wawancara secara mendalam terhadap responden yang terdiri dari guru bahasa Inggris dan beberapa peserta didik yang mengikuti mata pelajaran bahasa Inggris khususnya yang sedang berada pada kelas VIII. Dari hasil analisis data dapat disimpulkan bahwa tanggapan para guru bahasa Inggris terhadap pengajaran bahasa Inggris dengan pendekatan berbasis genre adalah bagus meskipun belum begitu sebagaimana yang diharapkan dalam kurikulum nasional. Demikian pula dalam hal persiapan guru dalam mendesain bahan ajar dapat dikatakan baik kecuali dalam hal manajemen pengelolaan kelas yang masih lemah terutama sekali dalam mendesain aktivitas pembelajaran. Dalam hal kualitas pembelajaran bahasa Inggris dengan menggunakan pendekatan ini terlihat juga baik karena siswa dapat mengikuti pengajaran bahasa Inggris dengan serius.

Key words: Genre, Language Competencies, Discourse Competence.

English language plays a crucial role in Indonesia, so that the Indonesian government has a very high commitment to teaching English at various levels of education, from elementary school to university. Government efforts to improve the quality of English language education can also be seen from the improvement of English education curriculum, particularly at secondary school level has been done several times since Indonesia's independence, ranging from curriculum old style, new style curriculum, Curriculum 2004 and Curriculum 2006, called KTSP (Kurikulum Tingkat Satuan Pelajaran). However, as said by Kasihani (2000) and Sudjana (2000), the curriculum change and development are sometimes not followed by changes in the classroom since teachers do not understand what should be done in the classroom to follow this curriculum change. The teachers do not have the model and lack of understanding of the concept and background of the theory underlying the curriculum.
In the 2006 curriculum called KTSP, unlike in the previous curriculum, teachers are not explicitly encouraged to use certain methods in teaching. They were only given a course outline on the theme that should be taught as well as language skills must be developed by students in learning English. Teachers can use the approach to what is considered capable of delivering students to the acquisition of language skills are developed. Curriculum 2006 was still emphasizing the importance of students' understanding and development of students' language skills in various types of text that should be under their control, such as in the 2004 curriculum, which is actually based on Genre-Based Approach (GBA), particularly the genre-based approach to systemic functional linguistics was first developed in Australia by Christie, Martin & Rothery (1994). Although not explicitly stated that the 2004 curriculum.

Based on the genre-based approach, seen from the stages that must be passed in class, various types of text that should be learned and the way assessment is recommended, it can be said that the 2004 curriculum is based on the theory and the concept of genre-based approach. Thus, genre-based approach is still very relevant to the curriculum 2006 and can be one alternative to be implemented in the classroom in English language teaching, especially at junior level. However, based on the researcher's observations of researchers in the field, it appears there is still confusion among teachers regarding the application of GBA approach in the classroom.

Based on the field observations, it can also be known that there are learners who still have low English language skills in the curriculum's National despite the great emphasis that after learning the final target of learning English, the learners are expected to have a good skill in four areas: listening, speaking, reading and writing. Hope that existed at both the national curriculum in the national curriculum in 2004 and up to the 2006 national curriculum seems still not been achieved even though the model of English teaching in both the curriculum are equally emphasized in the genre-based approach. But in reality, there are a lot of students graduating from senior high school who haven't mastered the four skills including listening, reading, speaking and writing yet. This has become a very interesting issue for the writer to do research with the title *The Implementation of*
Genre Based Approach In Teaching English at Junior High School With A Research Focus at SMP 13 Of Padang. The formulation of the problem of this research is "how the English teachers apply the genre based approach in teaching recount text at Junior High School 13 of Padang".

In the Law of Indonesian National Education System (verse 4), it states that language plays a very important role in forming qualified human because the qualified human is the human who has good language competence. In this context the language is a tool to achieve goal and to solve all the problems in human life. Therefore, the teaching of language should lead to communicative abilities that the learners have a strong communicative competence and language teaching should not always insist on knowledge of grammar without developing students' communicative competence.

In language teaching, language competence is also referred to communicative competence. Communicative competence is the ability to communicate effectively to follow the linguistic rules correctly (Tricia, 2000:44). The ability of communicative competence is highly dependent on the competence of four other highly correlated with each other, namely discourse competence, linguistic competence, speech act competence and strategic competence. The fourth relationship competencies in support of communicative competence can be described as follows:

![Communicative Competence Model](image)

Figure 1: Communicative Competence Model (Celce Murcia et al. 1995:10)
Figure 1 above shows that the discourse competence is the basic competencies that must be controlled because when a person communicates is unseparable from the discourse so that it looks that the communication is not only overlooked the linguistic competence alone but there are other competencies that support the someone smooth communication in the community. Discourse competence is the ability to understand and create forms of the language that are longer than sentences, such as stories, conversations, or business letters. Discourse competence includes understanding how particular instances of language use are internally constructed. It is also about the ability regarding the relationship between language and the contexts in which it is used.

Linguistic competence is concerned with knowledge of the language itself, its form and meaning. Linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics (Hedge, 2008:47).

Actional competence is the ability in using linguistic competence related to contents in speaking with the other people or in other word he or she knows the sociocultural context related to the discourse he or she is talking.

Strategic competence is the ability in maintaining his or her speaking fluency so his or her purpose of communication can be attained. While sociocultural competence is the ability in knowing how to use the elements of language and ability to apply them in the act of communication, but also capable of acts of communication in the context of socio-culturally appropriate. Strategic competence is the ability to maintain the pace of its communication to succeed in achieving the desired communication.

Discourse competence in Indonesian national curriculum is very important, as shown in Figure 1 above. It is importance because when a person communicates with others it is not independent of discourse and not just the ability to control or exchange of words. In this case course if one does not master the discourse it is difficult for him to communicate with other people as well as when someone is reading so if he or she does not master the discourse related to the content of the reading so if he or she does not master the discourse related to the content of the reading it will be difficult for him to understand the meaning of the text. The reading it will be difficult for him to understand the meaning of the text. The ability to master the discourse competency can not be separated from the mastery of
linguistic competence, actional competence, socio-cultural competence and strategic competence. Therefore, in the national curriculum, mastery of discourse competence is very important.

The word genre itself comes from The French (originally Latin) word for kind or class. The term genre was first introduced in the area of English as specific purpose (ESP) in 1981, in an ESP journal article by Elaine Tarone and her colleagues on the language of scientific reports (Paltridge, 2001: 2). It also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom. Further explanation from that term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer a distinctive type of the texts.

The word 'genre' (from French via Latin) means kind or class. It is a concept that was traditionally used to refer to types of written texts (literary texts such as novels and poems) but now it is often also used to refer to types of music or film (Johns, 1997, p.21). Within the context of research on spoken and written varieties, some analysis use the terms 'genre' and 'text-type' interchangeably (Stubbs, 1996), whereas others make a distinction between the two. Since the selection of text relating to efforts to achieve the objective discourse in effective, the text will always change according to the context of the existing discourse. Linkage between text and context of use can be seen in Figure 2.

![Figure 2: Relationship of Text and Context (Hammond et al. 1992:1)](image)
According to Halliday (1985: 12-14), the selection of the shape or structure of the text by speakers to achieve a goal within a communicative social activity is determined by the context of the situation, or register. Register is the unity of the three elements that can not be separated and mutually influence each other, namely field, tenor, and mode. Field refers to what is happening or about things that are being discussed. Tenor refers to who is involved in the talks, the nature and their respective roles, as well as the nature of the relationship between each other. Mode refers to the media or the order of the symbols used, status, and their functions within the context of the conversation. Included in the fashion element among others, the channel used (written, oral, or a combination of both), the structure of rhetoric, or social purposes (persuasive, expository, deductive, etc.).

The link between genre and text are also shown in Figure 2. The concept of genre is associated with communicative action within a cultural context, while the text with context more specific, the communicative situation that exists. Both the genre and text must be used as a unit to develop language education programs. Both regarding the potential of language as a tool to develop the ability discourse effectively. It could be argued that the standard formulation of subject matter content Indonesian is more likely to text-based, while English subjects based genre.

According to theorists SFL GBA, there are eight types of text that needs to be taught, namely: Narrative, Recount, Explanation, Exposition, Discussion, Procedure, Report and News Story (Machen-Horak, 2002: 21-23). In a report of this research activity, the genre that became the focus of research is the application of genre recount text only and based on national curriculum subjects in English for junior level in 2006, the genre of recount text type is taught in class VII.

Recount text is a type of text which retell events or experiences that are past. Recount is generally based on direct experience of the author, but can also be imaginative or outside the experience of the author (Education Department of Western Australia, 1997:45). Recount is talking or writing about events in the past, which is usually written in a time sequence (Anderson & Anderson, 1997; Durkin, Ferguson & Sperring, 2006). Recount text purpose is to recount what happened and this could involve the author’s personal interpretation. Or, according to
Recount aims to give readers an idea of what happened and when it happens.

A genre-based approach is based on a systemic functional theory of language developed by Halliday (1978, 1994), and elaborated by Martin (1992), Christie (1999) and Machen-Horarik (2001). This model of teaching writing has been successful with students from disadvantaged backgrounds (Christie 1999; Machen-Horarik 2001). The approach is based on a teaching-learning cycle where strategies such as modeling texts and joint construction are promoted. The approach is based on "learning through guidance and interaction" (Painter 1986, cited in Machen-Horarik 2001:26). The learning-teaching cycle as shown in Figure 1, involves four stages: (1) Building Knowledge of the field, (2) Modeling a text, (3) Joint construction of a text, and (4) Independent construction of a text.

The first stage is the preparation stage. So, the first activity is to prepare the student to get into the new topic of the text. The next step is to give students the experience about the content of the text. The activities can be in form of questions and answers about the texts that have been read by students. Because this is the preparation stage, teachers should enlarge the students' vocabulary as well as to make students interested in reading the text.

The second stage teachers give example of the text. Spoken for this cycle stage is used to develop listening, so the activities are listening comprehension. In written the cycle are reading comprehension activities. Procedural knowledge or text organization are introduced in this stage.

Self confidence is very important in developing language skills, so in this stage the teachers build students self-confidence in productive skills either speaking or writing. For this purpose, the teachers give opportunity to students to cooperate in pairs or in groups. So That They can learn from others. The example activities for spoken cycles are role play, games, interviews, discussion and debate. Cycle can be written for collaborative writing (Brain storming, organizing ideas, drafting, Revising, editing).

At the end of the process of teaching and learning the individual achievement should be measured. So one of the purpose of this stage is to know
how far the students master the lesson individually and students must have the responsibility for their own learning. The teachers also have to try to encourage students' creativity in this stage, because this stage is for each student's spoken cycles should have focused monologue in genre and in the written cycle should produce the students focused text of the genre.

In the curriculum of 2006, the application of the teaching of English used genre-based approach (Genre-based Approach). In this case, some kinds of reading texts taught at the students at junior school include: descriptive, recount, narrative, procedure, information report, explanation, and exposition. In the 2006 curriculum that uses the genre-based approach, students are first introduced to the definition of the text once. In this case the student are explained that in the using English activity, students will always be involved in the use of two models of the text, the spoken language (spoken text) and written language (written text). Thus, students can know the meaning of the text is the context of the use of language (language in use), an oral form of language use (spoken) and written (written).

Because of the genre is a form of reading text, the students should be explained that the written text not just pour any kind of information the teaching of the text should always be preceded by an explanation that the form of written text is not only sufficient comprehended as correct or wrong through grammatical sentences only, but also to be understood as meaning the realization through meaning. In this context, meanings are realized through a series of sentences (sentences interconnected), according to functional grammar, the meaning can be divided into two main categories, namely: (1) ideational meaning and (2) and interpersonal meaning. Both kinds of meaning are always reflected in every sentence spoken by the author in the pouring information in the text. In order for the realization of the two kinds of effective meaning, so each of writer must understand two main concepts, namely (1) genre, which is the context of culture, and (2) register, which is the context of situation. According to functional grammar, in any type of written text implicitly contained one purpose (communicative purpose) and there is one rhetorical structure in accordance with these objectives, which by convention has been recognized by the user community. Therefore, any written text
created with different goals will be realized with different rhetorical structure. This is the same as the grammatical patterns as a guide for the realization of meaning in an appropriate and effective sentences, which are often different (Pardiyono, 2007:1-2).

In the curriculum 2006, it is mentioned that the English subject has the objective to develop the ability to communicate in that language, in oral and written form. Ability to communicate include listening (listening), speaking (speaking), reading (reading), and writing (writing). Listening is the ability to understand the various meanings (interpersonal, ideational, textual) in a variety of oral texts that have a communicative purpose, text structure, and certain linguistic. Speaking is the ability to express various meanings (interpersonal, ideational, textual) in a variety of oral texts have communicative goals, text structure, and certain linguistic. Reading is the ability to understand the various meanings (interpersonal, ideational, textual) in a variety of written texts that have a communicative purpose, text structure, and certain linguistic. Writing is the ability to reveal different meaning (interpersonal; ideational, textual) in a variety of written texts that have a communicative purpose, texts structure, and certain linguistic.

A. RESEARCH METHODOLOGY

1. Research Method

In order to get deep understanding about the implementation of GBA in the teaching of English and how this approach influences the English teaching to the students of SMP 13 Negeri Padang, the researcher used qualitative research in the form of naturalistic method. The reason is that qualitative research was based on natural setting or in entity context. Natural setting means the classroom in SMP 13 Negeri Padang where the teaching and learning activities take place, and entity context means the process of teaching and learning English using GBA.

The situation is natural and became function as sources of data. It is a major concern to qualitative researcher (Fraenkel and Wallen, 2000: 502-3). The reality exists empirically or the researcher should take part on the event. The researcher position is not just looking from the distance, but he observed directly the teaching
and learning activity, made an interview and also participated on the event of the teaching and learning activity. It concerned to the teaching and learning activity in natural setting.

2. SOURCE OF THE DATA

The data was collected in the form of information based on the implication of Genre-Based Approach in the teaching and learning of English at SMP Negeri 13 Kota Padang. All the data are in the form of statement taken from Observation and interview. The data from observation were taken when the process of teaching and learning activities of English at SMP Negeri 13 Kota Padang using GBA in the classroom. While, the data from interview were taken from the research informant that is an English teacher, Drs. Wilman who applied GBA in the teaching of English on grade VII.

3. TECHNIQUE OF DATA COLLECTING

Based on the sources of the data, the instrument of data collection are in the form of: (1) observation and (2) interview. Observation focused on the process of teaching and learning activity using GBA. In the observation, the researcher went behind the process of teaching and learning of English from the beginning to the end of the activities. Here, the teacher and the students’ activities are examined deeply.

While interview focused on interviewing the English teacher at SMP Negeri 13 of Padang. In this study, the researcher used in-depth interviewing research type to investigate deeply the interviewer last experience, expectation, about teaching of English using genre based approach. In-depth interviewing was the technique used in this research. In the simple way of thinking, in-depth interviewing means something in the heart relates to the past, at present, even in the future can be searched deeply. On the other way round at the very heart of human ability is that to symbolize their experiences through language. The interview guide as the research instrument used by the researcher in collecting the data through interview methods.
4. TECHNIQUES OF DATA ANALYSIS

Technical analysis of the data in this study using inductive analyses technique, a qualitative research data analysis techniques that analyze the data found in the field through observation and interview instruments. According to McMillan (1992:221), qualitative research data analysis is to analyze, interpretate and synthesize the data obtained through observations and interviews written through field notes and the results of the data analyses had been triangulated to the valid and reliable conclusion.

B. FINDINGS AND DISCUSSION

1. FINDINGS

The research findings and discussion on the implementation of genre based approach in teaching English in term of recount text at SMP Negeri 13 Kota Padang can be described as follow.

1. Research findings related to the classic genre-based teachers perceive the curriculum as a means to help students in learning English including: listening, reading, speaking and writing. The findings indicate that the teacher has positive attitudes towards the Genre-Based Approach for teaching English. His teaching in practice, the Genre-Based Approach has provided positive outputs for students in understanding and producing a particular text type.

2. Research Findings Related the teachers prepare the materials, teaching strategies, media, classroom activities, and classroom management to help students in learning English as suggested by the genre-based curriculum. Based on observations in the classroom that researchers did when the teaching-learning process was going on, it can be said that the preparation of teachers in designing teaching materials was good because the teacher has tried to prepare teaching materials based on the theory in the GBA.

3. Research Findings related to the quality of the students 'learning as gleaned from the teachers' perception, preparation, and engagement in the teaching process based on observation done by the researcher and interview done by
the researcher indicated that the quality of the students' learning as gleaned from the teachers' perception, preparation, and engagement in the teaching process was still low because some things are still not met as a condition that must be implemented by a teacher in teaching in this case is still weak in terms of teachers' classroom management as well.

2. DISCUSSION

1. Based on the findings, it indicated that the teacher has positive attitudes towards the Genre-Based Approach for teaching English. His teaching in practice, the Genre-Based Approach has provided positive outputs for students in understanding and producing a particular text type. In addition, this positive attitude is beneficial for the teacher himself in terms of motivating his students to keep using the approach in his teaching practice. Based on interviews with informant of research data obtained showed that English language teacher at junior high school 13 Negeri of Padang believes that the genre based approach can improve students' English competence particularly in terms of increasing motivation and concentration in learning. This statement can be proved based on the observation that the authors did in the classroom when teaching English process was going on in which all the students concentrated on the lesson being taught by his teacher. In this approach, the teacher at junior high school 13 of Padang views that the GBA is an interesting model of English teaching because the materials is very actual, thereby increasing the concentration of student learning. But theoretically, the English teacher's understanding of the concept of genre and its application in teaching is still low because the concept of GBA is still very difficult to be understood. Yet the response of teacher to the achievement of learning objectives which include mastering the four skills including listening, reading, speaking and writing is negative because the time available for each meeting is not enough and even the teacher did not have time to evaluate to measure whether the learning objectives had been achieved or not.
1. From the research findings regarding with the teachers' designing the materials, teaching strategies, media, classroom activities, and classroom management to help students in learning English as suggested by the genre-based curriculum. Based on observations in the classroom that researchers did when the teaching-learning process was going on, it can be said that the preparation of teachers in designing teaching materials was good because the teacher has tried to prepare teaching materials based on the theory in the GBA. English teachers I observed had prepared English teaching material designed from outside of a textbook such as actual newspaper and television news. The news from newspaper then rewritten by the teacher on a large cardboard and used as teaching materials for students. Based on the observation, teaching materials are very attractive because it could improve the students' concentration and motivation in learning English, where the students could be asked for discussing the topics being studied. Teaching techniques employed by the teacher is good enough because of the teaching technique used is not monotone on any one technique alone but by combining time techniques such as lecturing discussion and audio-lingual techniques. But the management of classroom organized by the teacher was still weak because the allocation of time was not regulated for example the teachers did not evaluate learning to know whether learning objectives have been met or not. Based on interviews with teacher that the reason why the teacher did not conduct an evaluation due to insufficient time available.

2. In terms of the quality of the students' learning as gleaned from the teachers' perception, preparation, and engagement in the teaching process based on observation done by the researcher and interview done by the researcher indicated that the quality of the students' learning as gleaned from the teachers' perception, preparation, and engagement in the teaching process was still low because some things are still not met as a condition that must be implemented by a teacher in teaching in this case is still weak in terms of teachers' classroom
management as well. Based on teaching and learning cycle mentioned that there are four learning cycles that must be implemented by any teacher in the teaching-learning process, namely: designing goal, designing teaching materials, design techniques or strategies and designing evaluation. This means that in a learning process the teacher must be able to manage time effectively so that all of the learning cycles could be done effectively. In this case the teacher spent more time in explaining the teaching materials with a focus on reading and grammar, in other word the teacher was more focused on reading and grammar skills but not on the whole skills such as listening, writing, and speaking because of limited time which is available as well as the teacher did not have time to evaluate the learning to know whether the students had mastered the teaching material or not. Therefore, based on the observations in the classroom, it can be said that the quality of English teaching using Genre Based Approach at junior high school of Padang city is still low.

C. CONCLUSION AND SUGGESTION

1. CONCLUSION

Based on the findings of the data analysis as described on the previous chapter, the conclusions of the research on the Implementation of Genre-Based Approach In Teaching English at SMP 13 Padang can be concluded as follows.

1. The teachers perceive on the genre-based approach as a means to help students in learning English including: listening, reading, speaking and writing is good because it can be shown by the efforts made by the English teacher at SMP 13 Negeri of Padang. The teacher followed the procedure with the GBA which includes four-cycle theory, namely: building knowledge of the field, modeling a text, joint construction of a text, and the phase of the independent construction of a text.

2. Regarding with the teacher’s preparation on the materials, teaching strategies, media, classroom activities, and classroom management to help students in learning English as suggested by the genre-based approach has also been good except in the case of classroom
management, especially in terms of time allocation set of whole time learning. Organising the allocation of time in order to ensure all the learning process based on the learning cycle is very difficult for English teacher, this is because the level of students' understanding of teaching materials are very diverse. That is, differences in various English language mastery levels by the learners is a major constraint in the class consisting a large number of students so that teaching materials can not be mastered when there are students who still do not understand even when other students have mastered the material taught.

3. The quality of the students' learning as gleaned from the teachers' perception, preparation, and engagement in the teaching process is still good because of the learning activities of all participants saw serious to follow the learning teaching process and the students could also be invited to discuss the topic which is used as teaching material. The seriousness of the students in learning could be also seen when at the time discussion between teachers and students. But the outcomes by teaching recount text with the GBA approach could not be said to be good because the teacher did not evaluate the student's ability after the teaching and learning process conducted so the learning goal of the teaching could be known whether the students had mastered the teaching material or not.

2. Suggestion

1. The theoretical understanding of the concept of genre is really important to be understood by all English teachers. Therefore, the English teachers should understand the concept of genre and genre based approach. GBA should be applied at the level of implementation in the classrooms by following all the rules contained in the theory of genre.

3. To understand comprehensively about the concept of genre and its application to the genre based approach so the teacher should discuss it in groups with other English teachers or attend seminars or training on the
application of teaching English with a genre based approach because an attempt to understand and apply the concept of genre based teaching individually is more difficult than in group.

4. In terms of making teaching materials, so the English teacher should design teaching material independently and not only depend on the existing textbooks and teaching materials should be in contextual form.

5. The English teachers should understand about the implementation of learning cycle including the design of learning objectives, designing teaching materials, designing learning strategies and designing evaluation as the result of teaching learning process so the outcome can be can be known whether the objectives of the learning achieved or not.

6. The English teachers should design the allocation of time to organize the activities of teaching and learning process as effective as possible because the learning teaching process will succeed if all of the learning cycle organized well by the teacher.

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