

**THE IMPLEMENTATION OF THE GENRE-BASED
APPROACH IN TEACHING READING AT GRADE TENTH
OF SENIOR HIGH SCHOOL (SMAN 1 AND SMAN 2)
PADANG PANJANG**

THESIS

*Submitted to fulfill one of the requirements
to obtain a degree of Master of Education*



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ABSTRAK

Wiwiek Angraini. 2021. Pelaksanaan Pendekatan Berbasis Genre dalam Pembelajaran Membaca di Kelas X SMAN 1 dan SMAN 2 Padang Panjang. Tesis. Program Pascasarjana. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Guru bahasa Inggris kelas X di SMAN 1 dan SMAN 2 Padang Panjang menyatakan menerapkan GBA dalam pembelajaran bahasa Inggris. Oleh karena itu, penelitian ini dilakukan untuk mengetahui cara guru bahasa Inggris menerapkan GBA, masalah yang mereka hadapi, dan upaya guru menghadapi masalah dalam menerapkan GBA. Metode penelitian yang digunakan adalah penelitian kualitatif. Informan penelitian ini adalah guru bahasa Inggris kelas X di SMAN 1 dan SMAN 2 Padang Panjang. Dalam pengumpulan data, peneliti menggunakan observasi dan wawancara. Hasil penelitian menunjukkan bahwa beberapa tahapan dalam GBA tidak ditemukan di kelas. Beberapa tahapan untuk menerapkan GBA dilakukan kurang tepat, sementara beberapa lainnya dilakukan dengan tepat. Selain itu, ada beberapa kendala yang dihadapi guru dalam menerapkan GBA; itu terkait dengan kemampuan guru untuk membiasakan tata bahasa dan meningkatkan kosa kata siswa. Guru memecahkan masalah tersebut dengan membaca dan mendiskusikan kata-kata yang tidak biasa di papan tulis, menggunakan kamus dan membimbing siswa dalam kelompok dan menginstruksikan mereka untuk menggarisbawahi kata-kata sulit yang terkandung dalam teks. Ini akan membantu siswa untuk menghafal dan mengembangkan kata-kata yang mereka dapatkan menjadi kalimat. Berdasarkan temuan di tersebut, disimpulkan bahwa guru dalam pembelajaran teks membaca di kelas X di SMAN 1 dan SMAN 2 Padang Panjang didapati bahwa guru lebih banyak menerapkan langkah-langkah dan siklus yang disarankan dalam GBA dalam pembelajarannya meskipun terkadang masih ragu-ragu dan mengalami beberapa kesulitan. Oleh karena itu, guru bahasa Inggris disarankan untuk aktif terlibat dalam forum pengajaran di mana mereka dapat berbagi dan berdiskusi tentang topik apa saja yang berkaitan dengan penerapan GBA dalam pengajaran bahasa Inggris.

Kata Kunci: Penerapan pendekatan berbasis genre, pembelajaran membaca

ABSTRACT

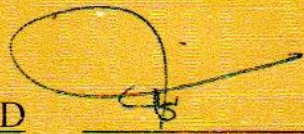
Wiwiek Angraini. 2021. The Implementation of the Genre-based Approach in Teaching Reading at Grade Tenth of Senior High School (SMAN 1 and SMAN 2) Padang Panjang. Thesis. Magister Program. Faculty of Languages and Arts. Universitas Negeri Padang.

English teachers at tenth grade of SMAN 1 and SMAN 2 Padang Panjang claimed that they implemented GBA in teaching English. Thus, this research was conducted to investigate the way English teachers implemented GBA, the problem they faced and the teachers encounter the problems in implementing GBA. The method of the research was qualitative research. The informants of this research were English teachers in SMAN 1 and SMAN 2 Padang Panjang. In collecting the data, the researcher used observation and interview. Findings of this research revealed that several requirements of GBA were not found in classes. Some requirements to implement GBA were conducted inappropriately while some others were conducted appropriately. Furthermore, there were some problems teachers faced in implementing GBA; they were related to teachers' ability to familiarize the grammar and to improve students' vocabulary. The teachers solved the problems by reading and discussing unfamiliar words on whiteboard, using dictionary and guiding the students in groups and instructing them to underline the difficult words contained in the text. It would help the students to memorize and develop the words that they got into sentences. Based on the finding above, it was concluded that the teachers in teaching reading text at tenth grade of SMAN 1 and SMAN 2 Padang Panjang found that the teachers mostly implemented the required steps and cycles suggested in GBA in their teaching although sometimes they were still hesitant and were experiencing some difficulties. Therefore, English teachers were suggested to actively get involved in teaching forum in which they are able to share and discuss any topic related to the implementation GBA in teaching English.


Keywords: Implementation Genre-based Approach, teaching reading

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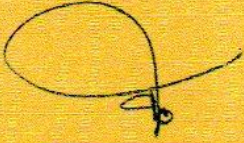
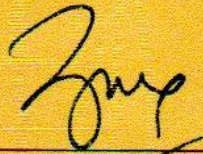
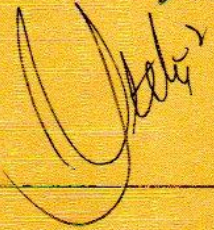
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Padang, February 2021

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The Scientific Approach is not the only learning approach in the 2013 Curriculum nor is it a sequence of learning steps interpreted as a procedure, but is a learning experience as a result of the learning activities carried out. As stated in Kemendikbud Magazine (2016), the provision of creative space makes teachers have autonomy in the learning process so as to encourage active learning. The revisionment also emphasizes that the scientific approach is not the only approach to learning.

In addition to Scientific Approach, there are several other approaches that teachers can use in the learning process suggested in Learning Models by Directorate of High School Guidance (2017); Genre-based Approach (GBA), Contextual Teaching and Learning (CTL), and Realistic Mathematic Education (RME). Genre-based Approach is a learning approach that helps students become more language competent, able to communicate through mastery of language skills including listening, speaking, reading, and writing activities.

As for that reason, teaching English using GBA has become something enjoyable and beneficial for teacher. In the same time, the 2013 curriculum provides room for teachers to choose an approach. Thus, English teachers tended to use GBA to text learning. Language learning in the 2013 Curriculum is based on text. The steps or stages in the text-based learning cycle are in line and parallel

to learning based on the scientific approach which characterizes the 2013 Curriculum. Furthermore, with text-based learning in the 2013 Curriculum the natural role of language as a realization of knowledge in the form of grammar is strengthened.

Genre-based Approach is actually not a new approach; it has been introduced and enforced in Indonesia since the 2004 Curriculum and it has been implemented until the 2013 Curriculum. Genre-Based Approach is considered as one of the appropriate teaching approaches in the learning process since it focuses on understanding and producing text. As stated by Rodgers (2001), this approach has become a major trend in learning English (ELT) in the new millennium. Related to this, the latest curriculum, the 2013 curriculum, utilizes Genre-Based Approach (GBA). It is one of suggested approaches for English subjects since this approach is in accordance with the learning principles contained in the 2013 curriculum that is emphasizing the scientific approach in learning.

Besides, the 2013 curriculum also emphasizes on the authentic assessment which is related to the texts used by teachers. Learning will be more effective if students learn to use texts in an authentic social context. Teachers and students communicate with each other in an effort to convey the meaning of the text being taught. English subject in the 2013 curriculum includes texts consisting of several genres into teaching materials.

Several schools in Indonesia have implemented a Genre-Based Approach in teaching and learning English. There are schools which also said that they have used a Genre-based Approach since the first time it was recommended to

implement this approach. Similarly, in West Sumatra, many schools have implemented a Genre-based Approach, including SMAN1 and SMAN2 Padang Panjang. SMAN 1 and SMAN 2 are two favorite schools in Padang Panjang. As the favorite schools, they are located in the center of Padang Panjang.

Based on the interview conducted with the teachers in the preliminary research, the researcher found that teachers implemented GBA in teaching reading. Based on the result of the interview, it was revealed that teachers implemented GBA which was combined with several activities that motivated students in the learning process.

The use of GBA in English teaching and learning context made the teachers know and understand about genres, everything related to it, and also the techniques or teaching cycles, so that they could applied it in the real classroom. Based on the preliminary research, the teachers claimed that they had taught English as communication skill and taught their students' knowledge of the certain genres.

There have been researchers who have research various things about Genre-based Approach in Indonesia, West Sumatra in particular. Zebua (2020) researched the Genre-based Approach entitled *The Implementation of Genre-Based Approach in Teaching Writing Analytical Exposition Text at SMAN 8 Padang*. The finding of the reserach was concluded that the English teachers of SMAN 8 Padang understood the implementation of GBA in general, one of the stage did not apply by the teacher, Teachers did not apply ICOT stage because of the limited time. The students did not do the individual task. Then, Rizal (2012)

conducted research about *The Implementation Genre-based Approach in Teaching English at SMP 13 Padang*, the researcher found that the results of data analysis, it can be concluded that the response of English teachers to teaching English with a Genre-based Approach is good, although not as expected in the national curriculum.

After that, Aprilia (2018) conducted research with the title *The Implementation of Genre Based Approach in Teaching of Writing Recount Text at Class VIII of MTsN Kota Solok*, the result of the research showed that the process of teaching writing at class VIII of MTsN Kota Solok did not match with the theory of GBA yet. It was seen from the observation sheet result. The English teacher knows what GBA is, but she did not apply GBA principles in her class appropriately. Based on the research that were done by another researchers above, the research that they found that teachers who teach English was did the GBA generally, but the process still not match with the theory of GBA. However, the investigation about the implementation of Genre-based Approach at Senior High School qualitatively was still limited. Therefore, the researchers researched the implementation of the Genre-based Approach in senior high school, in this research was conducted at SMAN 1 and SMAN 2 Padang Panjang.

Based on some phenomena above, this research aimed at finding out and observing what the teachers did in the classroom, especially in teaching English reading text, in Curriculum 2013. This research focused on the implementation GBA in teaching English reading at tenth grade of SMAN 1 and SMAN 2 Padang Panjang because there has been no previous research that examines the Genre

based Approach in teaching reading in West Sumatra, especially in Padang Panjang.

B. Identification of the Research Problem

Based on the background of the problem stated above, various problems and difficulties were found in the implementation of Genre-based Approach, which was faced by various related parties, such as schools, teachers, and students. The teachers as the person who was directly responsible for the implementation of teaching and learning in the classroom faced difficulties for which solutions must be found together. First, the lack of socialization about the implementation of Genre-based Approach caused that the teacher did not really understand the stages in GBA.

Second, teachers did not yet understand the concept of genre and the various genres they must teach. Teachers also often taught less important aspects and ignored things that were considered important. Furthermore, teachers were also hesitant to implement GBA in teaching. This might be due to their lack of understanding of the approach. Moreover, students still had limited vocabularies that they did not participate actively in the classroom. They did not understand the context in the text they learned, and some students got difficulties in reading the text because they had problems in pronunciation. The problems mentioned above are the main problems faced by teachers in implementing GBA.

C. Focus of Research Problem

Based on the identification of the research, the researcher focused on the implementation of GBA at grade tenth of SMAN1 and SMAN 2 Padang Panjang. The researcher conducted this study at tenth grade of SMAN 1 and SMAN 2 Padang Panjang. This research sought to find the process the English teachers performed in teaching learning process, the teachers' difficulties, and the way the teachers solved the problems in teaching reading, especially in teaching reading through GBA.

D. Formulation of Research Problem

Related to the background of the research stated previously, the problems of the research were formulated as below:

1. How do the teachers implement GBA in the teaching process?
2. What are the problems faced by the teachers in implementing GBA?
3. How do the teachers solve the problems of implementing GBA?

E. Purpose of Research

Based on the formulation of the problem, the purpose of this research was to investigate the implementation of GBA in teaching reading at senior high schools in Padang Panjang. To be specific, the purposes of this research were:

1. To find out implementations of GBA in teaching English at grade tenth of SMAN 1 and SMAN 2 Padang Panjang.
2. To find out the difficulties faced by the English teachers in implementing GBA in teaching English at grade tenth of SMAN 1 and SMAN 2 Padang Panjang.

3. To find out the way English teachers at grade tenth of SMAN 1 and SMAN 2 Padang Panjang solve the problems of implementing GBA.

F. Significance of the Research

This research was expected to give contributions to the English language teaching, especially at senior high schools. Theoretically, the result of this research was expected to give contribution to develop the teaching English methodology especially in teaching reading. Teachers were expected to use the results of this research as a reflection of their understanding of GBA and its implementation so that it can be used as a consideration in improving teaching.

Practically, the finding of this research would provide teachers additional information about Genre-Based Approach, the problems and difficulties faced in implementing GBA in teaching in order that the teachers could find the best strategies to anticipate the problems before teaching.

G. Operational Definition

1. Genre-based Approach (GBA) is an approach in teaching of English at tenth grade of SMAN 1 and SMAN 2 Padang Panjang which focus on understanding kind of genres.
2. Teaching reading text is the method or strategy used by the teachers in implementing GBA in the process of learning constructing meaning through the readers' knowledge, the informations and context from the text.