EFFECTIVENESS OF GENRE BASED APPROACH IN THE TEACHING OF ENGLISH TO THE EIGHTH GRADERS OF SMP NEGERI 1 INDRALAYA UTARA

A Thesis

By

Cicin Only Tachia

06011181419004

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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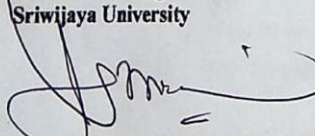
Language and Arts Education Department

Approved by,
Advisor,

Bambang A. Loeneto, M.A., Ph.D.
NIP 195504131984031001

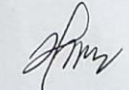Certified by,

Head of Language and Arts Department,
On Behalf of the Dean of Faculty of
Teacher Training and Education
Sriwijaya University

Head of English Education
Study Program,

Dr. Didi Suhendi, S.Pd., M.Hum.
NIP 196910221994031001

Hariswan P. J, S.Pd.,M.Pd.
NIP 197408022002121003

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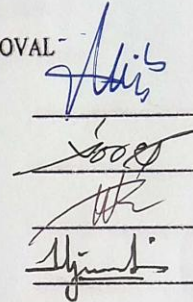
Cicin Only Tachia

060111819004

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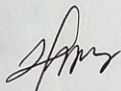Day   : Tuesday

Date   : July 24th, 2018

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1. Chairperson : Bambang A. Loeneto, M.A., Ph.D.

2. Member   : SoniMirizon, M.A., Ed.D.

3. Member   : Erlina, S.Pd., M.Pd., M.Ed.

4. Member   : Drs. M. Yunus, M.Ed

Certified by,

Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

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DECLARATION

I, the undersigned,

Name   : Cicin Only Tachia

Student's Number   : 06011181419004

Study Program   : English Education

Certify that the thesis entitled "Effectiveness of Genre Based Approach in the Teaching of English to the Eighth Graders of SMP Negeri 1 Indralaya Utara" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I was found to have plagiarized this work.

Indralaya,   July 2018

The Undersigned,

Cicin Only Tachia

06011181419004

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Indralaya,   July 2018
The Writer,

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THESIS DEDICATIONS

This thesis is dedicated to:

1) My beloved parents, Amirudin and Sri Wati, who never stop loving, supporting, and praying for me.

2) My beloved sister, Eni Priyana, My beloved brother, Apri Oko, my brother in law, Supri Yono, my sister in law, Indah Wahyu Ningsih, my lovely nieces, Ineke Pratiwi Saputri and Shazia Aguinko, and my nephews, Ramja Dwi Saputra, Billal Juinko, Razzaku Noinko, and Ramzi Askara Biru, my uncles and aunties who always support me in finishing my study.

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ABSTRACT

The aims of this study was to find out whether or not Genre Based Approach was effective to be used in teaching English for eighth graders of SMP Negeri 1 Indralaya Utara. The key informants of this study were the teachers of English, the English subject supervisor, and the students of grade eight. The method of this study was qualitative descriptive research. The qualitative data were obtained through interview, observation, and documentation. The result showed that the genre based approach was not effective in teaching English to the eighth graders of SMP Negeri 1 Indralaya Utara, even though the teacher had applied all of the steps in genre based approach. The results of this study showed that more than half students succeed in achieving the passing grade of English subject and the rest still got score under the passing grade.

Keywords: *effectiveness, genre based approach, teaching English*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Cicin Only Tachia
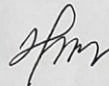
Student's Number : 06011181419004

Approved by,
Advisor,

Bambang A. Loeneto M.A., Ph.D.
NIP. 195504131984031001

Certified by,
Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study

1.1   Background of the Study

English language is an international language that is used in almost every country in the world. There are several reasons why English has become an international language, namely; (1) migration by the English speakers, (2) colonialism by the British, (3) the international role and influence of the USA commerce, international communications, media, films, and spread of new technology (Crystal, 2004).

In this globalization era, English is very important to be learned because English is the gateway to the world. Therefore, everyone must have a good command of English in order to be able to compete globally. Some countries use English as a second language and the other countries use English as a foreign language. Based on the Indonesian 2013 Curriculum (K13), English is a foreign language which is taught as a local content in elementary school level and compulsory subject in junior and senior high school level in Indonesia. In this curriculum, students are demanded to master the four language skills, listening, speaking, reading, and writing.

Education curriculum in Indonesia has been changed several times. In 2014, Indonesian schools were gradually shifting their education system from curriculum 2006 to curriculum 2013. When the curriculum are replaced with the new one then the curriculum will have the different approaches, instructions, and methods. Therefore, every school in Indonesia should be able to adapt and choose the appropriate approach, instruction, and method for their students.

One of the serious issues related to the changes of the 2013 curriculum, especially for English teaching, is that the teachers have to apply an approach used in teaching and learning process: namely Scientific Approach. The scientific

approach is a student centered learning approach where students seek knowledge instead of receiving knowledge. Moreover, students are demanded to be more active than the teacher in the classroom.

Teachers are required to have professional competence in order to be able to teach English well. The quality of teaching and learning process refers to three main factors, (1) students' participation and how they take part in the process of teaching and learning activities. It means, in the process of teaching and learning students have to be active, not just sitting on the chair and listening to what the teacher is talking about; (2) the teachers' role in the teaching and learning activities is an instructor to motivate the students, to guide the students, and transform the knowledge to the students; and (3) the situation of teaching and learning process (Soedijarto, 1993).

Student's participation in teaching and learning process is based on how the teacher encourages them. It means that the teacher have to find an appropriate teaching method in the process of teaching and learning in the classroom. To make the students participate well in the teaching and learning process, the teacher has to be able to conduct the strategies that can make the students feel pleasant in the classroom. However, the use of methods, approaches, and strategies are important, but these factors are not the key to gain the goals. The teacher is a pilot point in leading the process of teaching and learning activity in the classroom.

One of the approaches adopted in Indonesia especially for teaching English is Genre Based Approach (GBA). It is a model of teaching used in western countries in the mid-1960s. The first implementation of GBA was begun in London 1964 funded by the Nutffield Foundation and later the School Council, and directed by Halliday. In Indonesia Genre Based Approach has been implemented since 2006.

Genre Based Approach is an approach which should be applied by English teachers in teaching four skills in English; listening, speaking, reading, and writing through the genres (Texts). According to Lana (2009) in Genre-Based Approach, teaching and learning is focused on the understanding and producing selected genre of text. Moreover, there are two stages which are suitable to be

taught in Junior and Senior High School in Indonesia (Lana, 2009). The stages are taught in two cycles; oral and written cycle. Oral cycle is specifically taught to develop students' ability in speaking and listening, while written cycle is for writing and reading ability. In addition, Hyland (2007) defines, "Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations". (p.4) Furthermore, Nunan (1999) argues:

> "Genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, a recipe, or description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question". (p.308)

Dealing with the several definitions above, the writer can infer that genre is an organized concept and technique which has purposeful constructed activities, grammatical forms, stages, and aimed orientation to make a particular text types both in oral and written according to the situations.

Teaching of English by applying the genre based approach means that the teaching and learning activities focus on many kinds of text. There are twelve kinds of text in English subject. Those are: recount, descriptive, narrative, procedure, report, review, spoof, announcement, advertisement, anecdote, new item, explanation. A text is a passage whether spoken or written that has unified meaning. In applying the genre based approach in English curriculum, there are four steps. The first step is Building Knowledge of The Field. This stage is also called prepared to get into the new topic of the text by topic identification. The second stage is Modeling of The Text. In this step students will be given the example of the text that will make students become familiar with the target text type or genre, especially for the linguistic and organization features the genre contain. The third step is Joint Construction of The Text which will build students' self confidence in productive skills. It is realized by teacher's effort in grouping students in order to allow them cooperate each other. The last stage is Independent Construction. In this step students' achievement will be measured in order to get information about students' achievement in mastering the lesson.

From the description above toward Genre Based Approach, Genre Based Approach can be effectively used by teachers of English because it gives more chance for students to participate actively in teaching and learning process. Furthermore, it also provides more opportunities for language performance in daily life context. However, many English teachers are still hesitating for teaching English using this approach. Some of them still do not know the way to use this approach in teaching listening, speaking, writing, and reading, included grammar by using genres to the students. Based on that problem can be concluded a question, is the Genre-Based Approach still effective use in Indonesian schools?

A study conducted by Chayati (2009), showed that the implementation of Genre Based Approach in the teaching of English to seventh graders of SMPN 5 Sragen provided a good contribution of the students' language proficiency. Through genre based approach students could know the kinds of text and they also could make a text from their imagination that was suitable with their lesson. While a research from Tartila, Yasin, & Rozimela (2013) concluded that Genre Based Approach was appropriate for teaching English in MAN Jambi, but teachers still did not apply a whole of Genre Based Approach. Teachers still had some problems caused some factors in applying genre based approach such as, teaching activities, teaching materials, instructional media, and classroom management. Based on the result of the study and research conducted by Cahyati and Tartila, Yasin, Rozimela, it was obvious that genre based approach was effective for teaching English in Indonesia but, there were some teachers who were not apply the approach inappropriate way.

SMP Negeri 1 Indralaya Utara is one of the schools in Indralaya that has tried to start implementing genre based approach in the year of 2013/2014. Thus, it has been approximately 4 years this approach has been implemented at the school. However, when the writer observed a class in this junior high school, the writer found that some students still could not create and produce the texts that they learnt either in oral and written form. This could raise a big question. Have the teachers implemented all activities that they should do in every stage? If they have done all the activities in every stages suggested by genre based approach the

students should have been able to produce the texts given both orally and written. Thus, based on the background above, the writer was interested in conducting a study entitled, "Effectiveness of Genre Based Approach in the teaching of English to the eighth graders of SMPN 1 Indralaya Utara". The objective of the study was to find out whether or not Genre Based Approach was effective to be used in teaching English to the eighth graders of SMP Negeri 1 Indralaya Utara.

1.2   The Problem of the Study

Based on the background above, the problem of this study was formulated in the following question.

- Was Genre Based Approach effectively used in teaching English for the eighth graders of SMP Negeri 1 Indralaya Utara?

1.3   The Objective of the Study

Based on the problem above, the objective of this study was:

- To find out whether or not Genre Based Approach was effectively used in teaching English for eighth graders of SMP Negeri 1 Indralaya Utara.

1.4   The Significance of the Study

It is expected that the result of this study will give meaningful contribution for English teachers in Indonesia, students, other writer for further study, and the writer herself. Hopefully, the finding of this study will help both teachers and writer to concern more about kinds of approach in teaching English, in this chance is Genre Based Approach. Moreover, the writer hopes that the result of this study will help students to be successful in English learning. Furthermore, it is also hoped that this study can be a source for further study. For writer, this study will be precious experience to gain knowledge in conducting a qualitative research.

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