

**THE IMPLEMENTATION OF GENRE-BASED TEACHING
ON THE GRADE EIGHT OF SMP NEGERI 5 YOGYAKARTA
IN THE ACADEMIC YEAR 2012/2013**

Medyasari Widianti, Suwarsih Madya
SMP Bopkri 1 Yogyakarta, Universitas Negeri Yogyakarta
medyasariwidi@yahoo.com, suwarsihmadya@gmail.com

Abstract

This research aims to find out: (1) the implementation of genre-based teaching, and (2) the benefits and obstacles of the implementation of genre-based teaching on the grade eight of SMP Negeri 5 Yogyakarta in the academic year of 2012/2013. This research is qualitative-descriptive (case study). The research subjects were an English teacher and grade eight students of SMP Negeri 5 Yogyakarta. The data were collected through (1) interview, (2) observation, and (3) documentation. The researcher was the main instrument of the data collection. The data analysis was done inductively through the stages of: (1) data reduction, (2) data display, and (3) verification. The result of this research showed the following. (1) The implementation of genre-based teaching in SMP Negeri 5 Yogyakarta has been done. It was seen on: (a) the students were able to produce the texts depending on the purpose, social contexts, and medium in oral or written forms, (b) the teacher gave the contribution during individual work and reduced the contribution during pair work or group work, and (c) the teacher had authority to choose the appropriate cycles in genre-based teaching depending on the ability and readiness of the students. (2) The strengths of genre-based teaching process based on the students and the teacher were: (a) to build the character of the students, and (b) to measure the ability of the students when producing the texts. Meanwhile, the obstacles were: (a) the differences of characters among students, and (b) facility of language laboratory.

Keywords: *implementation, genre-based teaching, SMP Negeri 5 Yogyakarta*

**PELAKSANAAN GENRE-BASED TEACHING
SISWA KELAS DELAPAN SMP NEGERI 5 YOGYAKARTA
TAHUN AJARAN 2012/2013**

Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pelaksanaan *genre-based teaching*, dan (2) kelebihan dan penghambat dalam pelaksanaan *genre-based teaching* di SMP Negeri 5 Yogyakarta kelas delapan tahun ajaran 2012/2013. Penelitian ini merupakan penelitian deskriptif kualitatif (studi kasus). Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas delapan SMP Negeri 5 Yogyakarta. Pengumpulan data dilakukan dengan: (1) wawancara, (2) observasi, dan (3) dokumentasi. Peneliti sebagai instrumen utama dalam pengumpulan data. Analisis data dilakukan secara induktif dengan tahapan: (1) reduksi data, (2) display data, dan (3) verifikasi. Hasil penelitian ini menunjukkan sebagai berikut. (1) Implementasi *genre-based teaching* secara umum sudah dilakukan dan implementasi tersebut terlihat dalam: (a) siswa mampu memproduksi teks berdasarkan tujuan teks, konteks situasi, dan media lisan atau tertulis; (b) guru memberikan kontribusi ketika siswa memproduksi teks secara individu dan mengurangi kontribusi ketika siswa memproduksi teks secara berpasangan atau kelompok, dan (c) guru memilih setiap tahapan dalam *genre-based teaching* berdasarkan kemampuan dan kesiapan siswa. (2) Kelebihan dari *genre-based teaching* menurut guru dan siswa dalam hal (a) pembentukan karakter siswa, dan (b) mengukur kemampuan dari siswa dalam menghasilkan teks. Adapun penghambat dari guru dan siswa yaitu: (a) perbedaan karakter dari siswa, dan (b) fasilitas laboratorium bahasa.

Kata Kunci: *implementasi, genre-based teaching, SMP Negeri 5 Yogyakarta*

INTRODUCTION

English is an international language that is used by many people around the world for various purposes-economy, education, business, or technology. In Indonesia, English is taught from secondary schools until universities. The Indonesian government makes several regulations to manage education such as *Undang-Undang Pendidikan no 20 tahun 2003* and *Peraturan Pemerintah no 19 tahun 2005* which manage about *Standar Nasional Pendidikan*. Furthermore, the government also releases *Peraturan Menteri no 41 tahun 2007* that consist of eight standards: *standar isi, standar proses, standar kompetensi lulusan, standar pendidik, standar sarana prasarana, standar pengelolaan, standar pembiayaan* and *standar pengelolaan*. *Standar isi* is one of the important standards. It focuses on the students' ability to communicate effectively both in oral and written form. Besides, the students have to understand the types of text in various contexts or what is called as Genre. Based on the interview with several Junior high school teachers, they said that Curriculum 2004 focused on production of different text.

The researcher observed several schools which have implemented the genre-based teaching in Yogyakarta that were recommended by the head of MGMP. Several evidences were found during the pre-observation process one of them was the students found difficulties in acquiring the knowledge because of some reasons such as (1) the material seemed monotonous for them where the teacher always gave materials without considering the students' interests and ages, (2) the classroom interaction among the students was ineffective in which some students got problems in doing pair work or group work activities, (3) the curriculum was difficult to adapt which made the students difficult to comprehend the material and (4) the resources like books and dictionary were very limited.

Students needed a lot of activities in the teaching learning process, both oral and written skills because the teacher only focuses on certain skill written or oral forms. Then, the teacher only gave exercises from LKS (*Lembar Kerja Siswa*) to them without giving them opportunities to practice their English in oral or written form. The students only got the theory about the language without an opportunity to apply it in different texts. Because the teacher

only focused on the structure and characteristics of the text, therefore it makes the student cannot understand the text entirely. So the teacher has not enough understanding about the text then it makes them difficult to assess the students' work.

Those problems occur because it does not need short process or it is not easy. The culture of second language becomes of the one aspect that makes the learners difficult to learn it because learning the culture of foreign language needs total involvement. The learners should adapt the culture of foreign language although they have already had their own culture and habit since childhood. According to Brown (2000, p.177), "A language is a part of culture, and culture is a part of a language the two are intricately interwoven so that it cannot separate the two without losing the significance of either language or culture".

The teacher also has authority to choose and analyze appropriate techniques based on cognitive and age of the students. There are three stages in the age criterion such as children (below 12 years old), teenager (between 12 until 17 years old) and adult (above 17 years old). Every period has its own different psychological element in its approach to language learning but it appears that young children respond more readily and intuitively to language acquisition in social and communicative situations, while teenager or adult can learn language more readily by means of cognitive and academic approaches (Stern: 1983, p.367). The teenager becomes the most interesting range because they have particular capability to learn language. They usually have high commitment, responsibility, purpose and meaning when learning language.

It has been stated in the curriculum that Junior High School students should have competence to communicate in oral or written forms of communication It is written in *Peraturan Pemerintah nomer 19 tahun 2005* about *Standar Isi* developed by BSNP:

"Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/ atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris

diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu. “(BSNP, 2006, p.123).

However, we need to consider the students' character to balance the cognitive ability. The characters of students needed are the ones related to the students' life such as family, neighborhood, school and classroom. By doing so, character which is important for national education in Indonesia can be done as well. It has been stated in *Kementerian Pendidikan Nasional Direktorat Jendral Manajemen Pendidikan Dasar dan menengah* (2010) “*Pendidikan Karakter adalah suatu sistem penanaman nilai-nilai karakter kepada warga sekolah yang meliputi komponen pengetahuan, kesadaran atau kemauan, dan tindakan untuk melaksanakan nilai-nilai tersebut, baik kepada Tuhan yang Maha Esa, diri sendiri, sesama, lingkungan, dan kebangsaan*” (2010, p.2). So, every teacher has an important role to involve the character building in every lesson such as understanding, respecting, politeness, self confidence, or cooperation.

The character education supposes to guide the national purpose of education in Indonesia. Therefore, English competence should also support the National Purpose to make the student be able to communicate spoken or written to create a meaningful stretch of language called as a text (functional language). The heart of functional language is an emphasis on meaning and on how language is involved in the construction of meaning. It sees language as a resource for making meaning. Functional Approach is a vehicle for meaning expression. This statement is implied by Richard and Rodgers (2006, p.66) that “functional approach has emphasized its concept on the communicative dimension which is called as communicative language teaching or communicative approach”. Communicative approach has several competences that should be learned by the students and those competences correlate each other. Based on Celce Murcia (2001, p.17), there are four competences: grammatical competence, discourse competence, socio-cultural compe-

tence and strategic competence. Therefore, discourse competence becomes the important in the teaching learning process.

Discourse is a communication process that influenced by field, tenor and mode of the text. Every text that is produced by the students also depend on the context of situation and culture Richard's argument (2006, p.36) that communicative competence means being able to use different kinds of spoken and written texts in the specific context of their use. He also called it as text-based instruction. It is also known as a genre-based approach.

There are several issues surrounding to genre based on Derewianka (2003) such as focus on the text, focus on the purpose, focus on meaning and choice, language in context and the pedagogies. First, focus on the text, it is Genre has a strong relation to text that is made of words. Words are around us when words are used to make meaning the text created. Derewianka (2004, p.17) states that a text is any meaningful stretch of language oral or written. So, students need to be able to deal with texts blended from different genres or from embedded genres. Second, Focus on the purpose, Genre theory focuses on the notion that language use is goal-oriented. Genre evolves within the culture to make the learners of that culture achieve the social purpose of the text. Third, focus on meaning and choice is The meaning is constructed through the lexical and grammatical choices in the text. Fourth, Language in Context is related to the cultural and situational contexts in which the text is used. The social context refers to the choice of genre and stages that is shown through grammatical choice. The situation context refers to three aspects: (1) topic that is being faced in the situation (field), (2) the role and relationship between the speaker (tenor), (3) the channel of the communication (mode). Fifth, Genre and Pedagogy is based on scaffolding and ZPD.

Joyce (2002) has Joyce has written that there are four cycles in the implementation of genre; building the context, modeling and deconstructing the text, joint construction of the text, and independent construction of the text.

Table 1. The Cycles of Genre based teaching (Adapted from Joyce , 2002)

No Four Cycles Steps 1	Building the Context	<ol style="list-style-type: none"> 1. introduce the social context of an authentic model of the text type being studied 2. explore features of the general cultural context in which the text-type is used and the social purpose the text-type achieve 3. explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objective and learner need
2	Modelling and Deconstructing the Text	<ol style="list-style-type: none"> 1. Investigate the structural pattern and language features of the model 2. Compare the model with other example of the text type
3	Joint Construction of the Text	<ol style="list-style-type: none"> 1. The students begins to contribute to the construction of whole examples of the text-type 2. The teacher gradually reduces the contribution to the text construction as the students move closer to being able to control the text-type independently
4	Independent Construction of the text	<ol style="list-style-type: none"> 1. The student works independently with the text 2. Learner performances are used for achievement assessment

Every teacher has an important role in the classroom to organize either students or materials. Harmer (2007, p.108) says that teacher became “facilitator” in the class. Then, the facilitator is divided into controller, prompter, participant, resources and tutor. the students and the teacher can use L1 to keep the social atmosphere of the class in good repair but when the use of L1 seems counter-productive and this is when the teacher encourages and gives a chance to speak in English in the classroom.

METHOD

The Approach of the Research

This is a descriptive qualitative research

Place and Time of Research

The research was held in SMP *Negeri 5* Yogyakarta. This school was chosen based on the interview with the supervisor of Junior High School in Yogyakarta and the chairperson of MGMP Yogyakarta. Both of them gave several candidates of schools which have been applying Genre-Based teaching. The researcher has hold survey to those schools then decided from several criteria that SMP *Negeri 5* deserved to be the subject of the research because of the permit and teaching learning’ process. The research was conducted on March until May 2013 that was focussed on the grade eight of SMP *Negeri 5* students in the academic year of 2012/2013.

Subject of Research

The subjects of the research were the eighth grade students of SMP *Negeri 5* Yogyakarta in the academic year 2012/2013 from four classes (VIII. 3 until VIII. 6)

Techniques and Instrument of Data Collection

The data were obtained from the interview, the observation and the document:

Interview

to gain information about genre-based teaching learning process in the classroom. The researcher also made decision about who would be able to provide the information. They were the students, the teachers and the chairperson of MGMP.

Observation

Observation was conducted to record the process of the teaching and learning. The observation didn’t typically try to involve the researcher to become a participant in the class because the researcher only observed rather than taking apart. The observation was conducted since march 2013 until May 2013 in the Eight grade (VIII 3-VIII 6) of SMP *Negeri 5* Yogyakarta. The researcher came to the class during the English lesson and recorded all of activities in the class. The data collection was done in the form of detailed recording.

Documentations

The documentations were also needed to collect the data. The pictures during teaching

learning process became one of the visual data in this research to capture all of activities in the classroom. The researcher also used lesson plan, written information, student's worksheet, and student's mark as additional data for this research.

An instrument was an important device to collect the data in the research study. The instrument for collecting the data was the researcher herself. To validate the data were gained also from observations, interview or documentations.

The Validity of Data

It has main core in qualitative research study because all the data need to be clarified to make them valid. The validity processes were credibility, transferability, dependability, confirm ability:

Credibility

Credibility related to the result of research which should be credible or believable from the perspective of the participant. To increase credibility of data, the researcher used several data resources and different methods which were called as triangulation such as source triangulation, technique triangulation and time triangulation.

First, source triangulation was a way to check the data which are got from many sources. For example, the researcher wanted to find the data about the obstacles or benefits of the implementation of Genre-based teaching from the teachers, students, and chairperson of MGMP. Those data were described and categorized based on the opinions.

Technique triangulation was used to check the same data with various techniques, for example, the data from interview was matched with the data from observation and documents. Last, time triangulation was used to check the data during beginning of the research until the last period of the research so it got a constant data.

Transferability

Transferability referred to the degree to which of the result can be generalized or transferred to other contexts. The key factor of transferability was the representativeness of students to identify the characteristics of students who were in the class. The researcher tried to find the background information about the students then the researcher determined

about the behaviour, characteristics, and observed events were typical or atypical of the lives of students in the class. Therefore, several data analysis documents used to generate the answer to the research questions.

Reliability

Reliability in this research combined dependability and conformability that the researcher relied on independent audit of the research method by a competent peer. The auditor was the advisor who thoroughly examined the audit trail consisted of original transcripts, data analysis documents, and field notes. Then, the advisor has completed to audit of documents, to evaluate the degree and to significance the researcher's influence.

Data Analysis

The data analysis had been doing since the research was being held until the conducting of data had finished. There were several steps in the data analysis such as reduction of the data, display and conclusion.

Data Reduction

There are several steps in data reduction rely on Miles and Huberman (1994): (a) Contact Summary Sheet, It was used to summary several questions about a particular field contact with teachers or students; (b) Codes and Coding, It were used to analyze a set of field notes or script of the Interview. There were several considerations for coding system, (1) It used symbol or summary, (2) Codes were built for several structures, (3) Codes were tags or labels for assigning units of meaning; (c) Reflective Remarks, The researcher wrote the reflections and comments on issues that emerge during the process; (d) Marginal Remarks, It was used to differentiate between substantial and methodologies' comments from the Researcher; (e) Pattern Coding, It was used as a device to summarize segments of data which grouping those summaries into smaller number of sets, theme or construct, for example, theme (pattern, rule), cause or explanation (informant's explanation), relationship among people, and emerging construct; (f) Memo, the process of write-up the memo was considered to ideas of codes and their relationship as they strike during analysis; (g) Propositions, it was to connected sets of statements, reflecting the findings and conclusion of the study; (h) Case Analysis Meeting, This process wrote-up about case

meets with several informants to summarize the current status of the case through guidance from several questions for example, (1) the main themes, impressions, and summary statement. (2) explanation, speculation of hypothesis. (3) alternative interpretation. (4) Next steps for the data collection and (5) Implication for revisions, updating of coding scheme; (i) Interim Case Summary, It is for synthesis of what the researcher know about the case and also remain to be found out. It present (1) a review findings, (2) the quality of data; (j) Prestructured Case, It wrote about the case outline which developed before the data were collection. The outline included data display with narrative explanation.

Data Display

The second major flow of analysis activities was the data display to reflect the researcher judgement of the data. It was presented with extended piece of matrices, with defined rows and columns and network, with series of nodes with links between them. All of the designs were intended organized information in an immediately accessible, so that the analysis can describe what was being happening. The data display also drew justified conclusion and move on to the next step analysis.

Conclusion

The third steps of analysis activities were conclusion drawing and verification. In this step, the researcher wrote what she saw as logical descriptions or theme that referred to the data display and raw data as descriptions. Conclusions were also verified as analysis process about the researcher's thought during wrote with look at field notes. The conclusions were reviewed by advisor to develop intersubjective consensus. The three steams were interwoven before, during, and after data collection to make up analysis.

RESULTS AND DISCUSSIONS

In the teaching learning process of SMP Negeri 5 Yogyakarta, the students had learnt

more than 5 hours in a week where in every meeting teacher gives material based on syllabus or lesson plan. Based on the observation for three months at eight grade (VIII 3, VIII 4, VIII 5, and VIII 6), the classes has got same materials.

The teacher had made lesson plan for every meeting based on SK (*Standar Kompetensi*) and KD (*Kompetensi Dasar*) for teaching learning process which focuses on the four skills: reading, listening, writing and listening. Those aspects should consider the social context of the field, it means that students should be able to analyze and choose the appropriate text rely on the situation.

Recount

During observation, recount text became the first material which was discussed in the classroom. First, the teacher introduced the purpose of the text about the series of events. The recount text aims at expressing the writer's attitudes and feelings. The teacher also explained about the chronology of the text such as orientation, events and reorientation. The teacher explained that orientation is the part which provides information about "who", "where", and "when" in the recount text. Teacher also explained that the grammatical pattern of the recount, which is past tense in order to show the events in relation to writer's time. As the teacher had already explained about the definition of recount text then he/she asked students to work individually and they had to write down about their last experience. After that, the teacher asked several students to read the paragraphs in front of the class. During the presentation, the teacher corrected students' pronunciation, diction or grammar. Then they worked in pair to reorder the text into correct order, to identify the generic structure of each paragraph and to develop the text. Here is the illustration of the teaching learning process (recount)

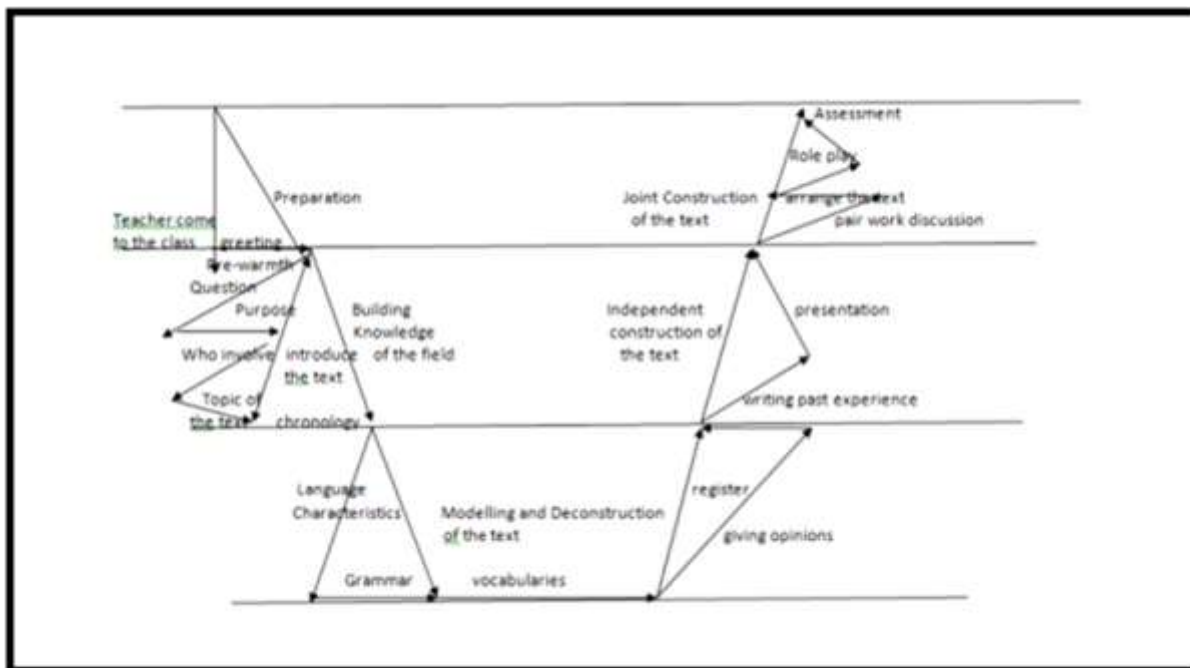


Figure 1. The Illustration of teaching learning Process (recount text)

Narrative

The second material was narrative text. It aims to entertain, for example, to gain and to hold the readers' interest in a story. The teacher compared narrative text with recount text then explained that narrative is usually organized into orientation, complication and resolution. Orientation is about introducing the main character and possibly some minor characters. Some indications are generally given of where the action is located and when does it happen. Complication is sequence of events which may begin with usual pattern that disrupted or changed in some ways that the pattern of events becomes a problem for one or more characters. The events are evaluated by the characters thus making it clear to the reader that a crisis has developed. Resolution about the problem or complication is resolved that a pattern of normality is restored to the events, but the main character has changed as a consequence of the experience. Teacher also explained about the language and grammar feature of narrative text that uses past tense and action verbs that indicate the actions in a narrative. The teacher also told several registers in narrative text, for example, "long time ago" or "once upon a time". Narrative is also divided into several

types of text, for example, horror, mystery, fable, comedy or legend.

After the teacher explained about the elements of narrative text, she/he instructed the student to work individually and they have to write a narrative text. The students were free to choose the theme of narrative text. The teacher asked them to write in three paragraphs that consist of orientation, complication and resolution. After they finished the narrative text then the teacher asked several students to come in front of the class to read their stories. The teacher gave comments or feedbacks after they had already read it. After that, the teacher asked them to work in a group consist of four students then they had to write a narrative text based on the theme which was given to them. Every group has different theme for example, horror, mystery, legend, fable or comedy.

The students learnt how to listen and respond to the stories that they had listened through the listening activity. First, the teacher gave them an explanation that they would listen three stories and they had to fill the missing information. After they listened to the stories, the teacher discussed about the stories and read them again. Here is the illustration of the teaching learning process (narrative text).

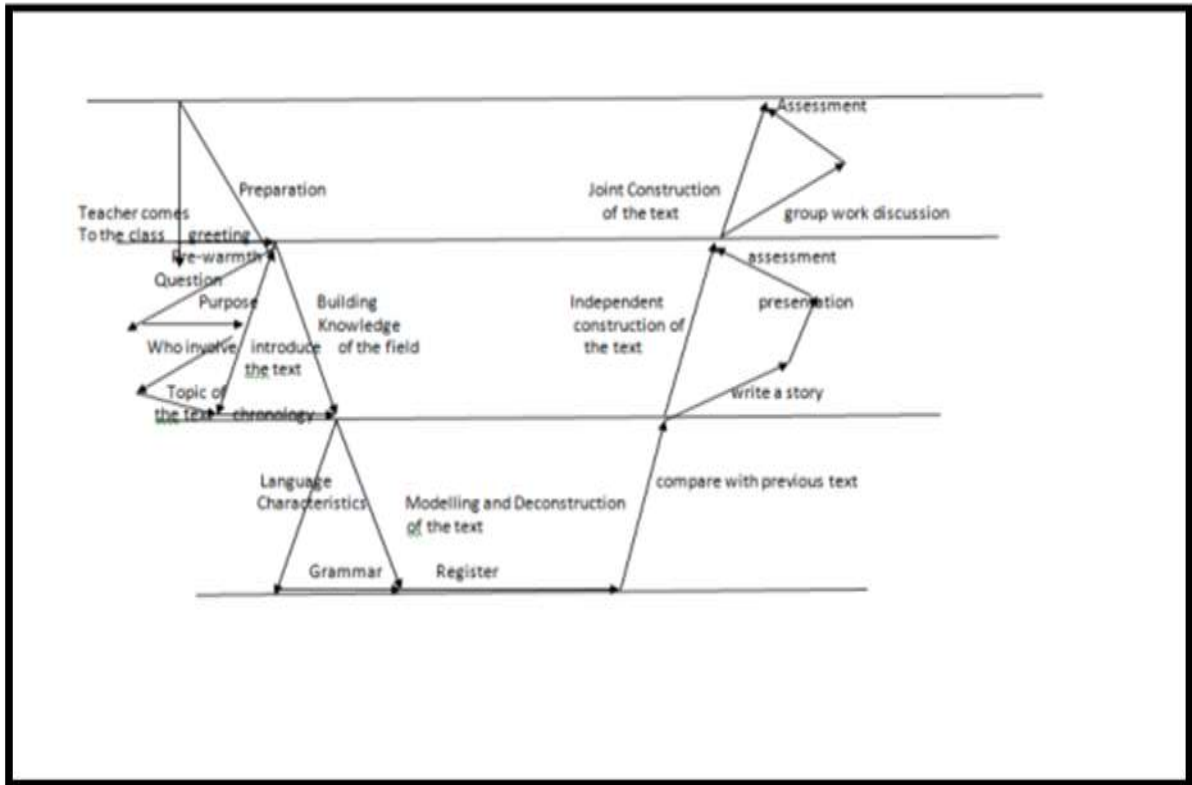


Figure 2. The Illustration of the teaching learning Process (Narrative text)

Descriptive

The last material was descriptive text that focuses on the characteristic feature of particular things. First, the teacher introduced the purpose of the text, the generic structure, the language feature, simple present tense and vocabularies that are related to description of appearance, personality or things. Then, the teacher asked them to practice with peer to describe a person and the teacher chose several students to describe in front of the class. The teacher also asked them to describe someone in a written text.

The student should have a lot of knowledge about grammatical pattern and vocabularies because the ability to describe people or things in detail is important that can contribute to a number of different text types.

The teacher compared between the descriptive text with narrative and recount text because descriptive text can stand alone and descriptive text is often a part of a longer text, such as the description of a character or setting in a story or biography.

The teacher built the students' knowledge by explaining the purpose, the language feature, the structural pattern, the tense and vocabularies. Then, he/she asked them to work in pair to describe someone and chose several students to practice it in front of the class. The student wrote the description as an assessment for them. The teacher also gave contribution such as answering the question and giving motivation when students produce the text in spoken or written. Here is the implementation of the teaching learning process (descriptive text):

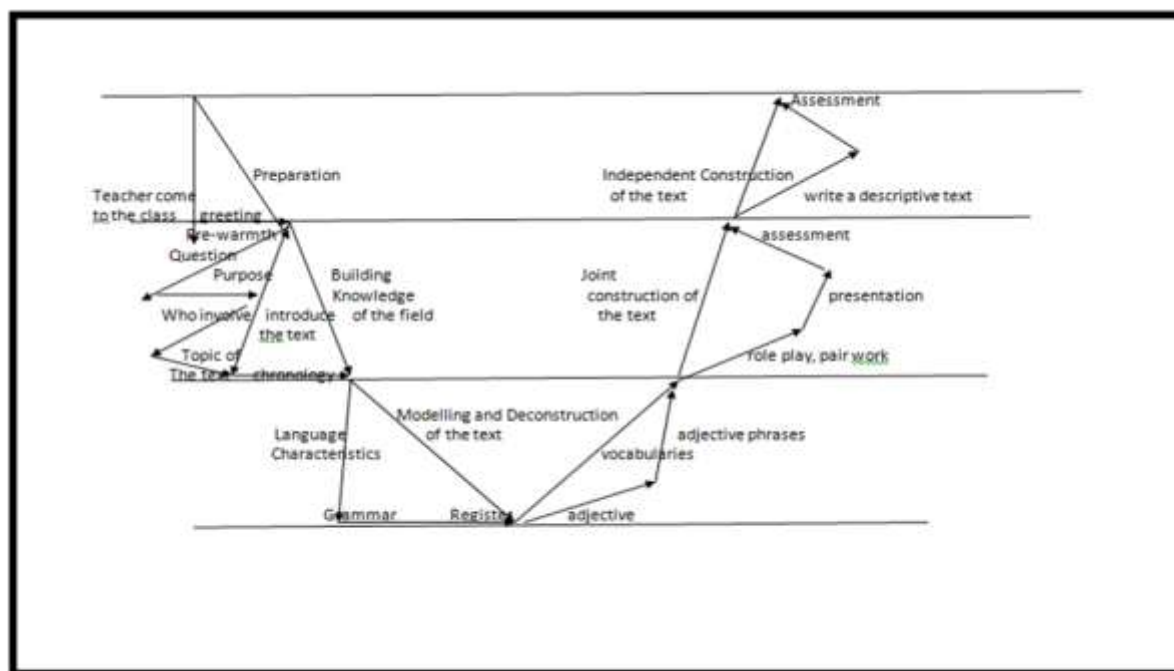


Figure 3. The Illustration of the teaching learning process (Descriptive text)

Four Cycles

Building Knowledge of the Field

Before the teacher introduced the material, the teacher always greeted them then he/she asked her students to pay attention. The teacher wrote on the whiteboard about the material in that day. The teacher asked questions before starting the material

“setelah kamu membaca sebuah cerita apa yang kamu dapatkan?, apakah kalian masih ingat dengan recount text?, do you still remember about descriptive text?” (Field note #1)

Those questions were assigned as stimulation question to grab students' attention or to remind them about the material.

The teacher also explained that the purpose of each text is to entertain or to amuse the reader, to describe something, to tell about your past experience. The students have known about the purpose of each text then they investigated the social context of the text. For recount text, the teacher explained that recount text has two types; personal experience and biography of someone. First, the teacher explained the biography of someone. Then, he/she asked a question *“apa saja yang bisa kamu ceritakan dalam personal experience? What kind of experience can you tell?”*. (Field Note #1). After asking about the personal experience, then, he/she asked for biography *“untuk biografi apakah yang kamu tulis*

biografimu sendiri atau famous person?” (Field Note #1). The purpose of those question were to stimulate the students to find the social context; the topic of this text, the participants involve in this text and the setting where does the text take place. When they learnt narrative text, the teacher asked about *“apa yang kamu tulis dalam orientasi? Who itu biasanya siapa pemerannya, “ when itu biasanya long-long time ago, once upon a time, one day, and where dimana.”* Furthermore, in descriptive text, the teacher asked about *“misalnya orang, apa yang kalian ingat dia dari namanya, umurnya, tinggalnya pekerjaannya, itu semua bentuk apa? lalu description, tentang physically”*.

Modeling and Deconstruction of the Text

The teacher explained the tenses of each text, for example, in the recount text and narrative text, he/she explained about past tense to retell the past experience. he/she also introduced several irregular verbs and how to pronounce it. Therefore, the descriptive text employs simple present tense, adjectives and adjective phrases to describe someone physical appearance, for example, hair, body, skin, nose, eyes, or other characteristic. The adjective phrase was used to describe someone more specifically, for example, *“He has long straight black hair”*. In order to make the students understand each text, the teacher wrote down and read the text. After that they discussed about the chronology and social context of the text.

Joint Construction of the Text

Every material had different activities for joint construction of the text. First, in recount text, the student had to work in pair and discussed about the worksheet. The worksheet included deconstructing the text, reorganizing the paragraph, and developing the text. In narrative text, they had to work in a group that consisted of four students. The teacher asked them to discuss a story and wrote the story based on the themes such as fable, mystery, romantic, legend, or horror. In descriptive text, the teacher gave them an opportunity to practice in pair work about how to describe someone. They told about someone description such as physical appearance or characteristics. During pair working, every student has a chance to make dialogue or role play.

In narrative text, the students made a group that consisted of eight students to make a movie about narrative text. This project was continually held every year. They had to choose the story, characters, places or properties. This project was held after the class and they had freedom to arrange their own movie. The teacher only trained about the pronunciation for each character in the story, then, he/she gave them an opportunity to practice it in front of the class before they recorded their movie. Every group should present in front of the class about the title, where did the story take place and who were involved in the movie. The teacher said that this project aims to accommodate students' creativity and ability in social aspects for example, understanding, respect, caring, or awareness.

Independent Construction of the Text

In recount text, the teacher asked the students to retell their last week experience. They had to choose an interesting activity to write in a piece of paper. The teacher also asked them to write a biography of someone by considering these several questions as guidance for them; (1) what is the person name?, (2) what was the person famous for, (3) when and where was the person born? (4) When and where the person study? (5). What events and people influenced the person's life? (6) what is your opinion or feeling about the person?. These questions were used as guidance for students to arrange and construct the text.

When they learnt narrative, the teacher also gave them an opportunity to develop a text

that not derived, copied or translated from another story. Some students felt difficult to find the story, so, he/she gave them a chance to read a narrative text but they had to change the character's name or plot line of the story. In narrative text, he/she gave them listening exercises to fill the missing information. Here, the students listened three stories about narrative story; The Milkmaid, Juno and Peacock and the Wind and the Sun. He/she gave them a chance to listen to the stories for three times. After they hear once, the teacher and students discussed about the story; the content of the story, the characters of the story and the place. After they had submitted the worksheet, the teacher told them about the difficult words which they heard from recording.

The students also had an opportunity to read their written work in front of the class (shown on above picture). The students who got the opportunity presenting their work got the revisions from the teacher especially on grammar, content, social context of the text. Independent work had an important part in the teaching learning process because the teacher gave assessment based on the oral or written works. In written work, the teacher had several criteria such as diction, the way of thinking, content, and grammar. However, in oral work, the teacher considered these criteria; pronunciation, fluency, self confidence and content. Here is the opinion of the teacher about the assessment during independent work;

“speaking kita minta mereka maju satu-satu lalu kita nilai dari prononciation, fluencynya, keberanian kita ambil nilai nya disitu, kemudian dari writing kita lihat dari konteksnya kalau dalam deskriptif paragraph satu sudah identification apa belum lalu kita lihat grammarnya nah itu akan menjadi bentuk penilaiannya, begitupula dalam recount menggunakan past tense atau tidak dan kita koreksi apakah mereka sudah memahami apa belum. Kemudian dalam reading comprehension anak akan membaca teks descriptive, recount atau naratif kemudian kita beri multiple choice dan skornya akan kita ambil sebagai nilainya.” (Field note #2).

There were gaps between the four cycles in genre-based teaching and the activities that implemented in the classroom. The teacher said in the interview: *“jadi diawal kita individual dulu kita kembangkan jadi disini kita sudah mulai mengembangkan karakter ya. kalau individu oke lah lalu bagaimana kalau berdua,*

bagaimana kalau bersama-sama bertiga atau berempat" (The script of Interview #1, line 26-29).

In recount text and narrative text, the students should work individually after that, the teacher build knowledge of the text. Here is the interview with the teacher about it: "*Begini mbak saya kan guru yang sudah mengampu mereka selama kurang lebih satu tahun, jadi saya mengetahui kemampuan mereka. Saya menganggap mereka mampu memproduksi secara individu setelah mengenal belajar teori. Karena mayoritas siswa saya memiliki kemampuan yang cukup dalam writing dan speaking baik dari hal grammar, merangkai kalimat, pronounciation dan fluencynya. Jadi saya memilih aktifitas tersebut berdasarkan kemampuan mereka.*" (The script of Interview #2, line 86-92)

Output

Writing Skill

During the observation process, they studied three materials: recount text, narrative text and descriptive text. The first material was recount text, The teacher explained about "why do you write this?", "what do you write?", "Who is the person you write?" , and "how are you going to write it?". Then, the teacher asked them to write and contribute in the writing process such as answering the question about vocabularies or sentence arrangement. The students worked individually after the teacher explained about "why", "what", "who" and "how", Then they worked in pair to develop the text based on the theme from the teacher. During the pair work, the student consulted with the teacher about the writing, they made a lot of editing and rewrite them.

In narrative text, the students also wrote individually after the teacher explained about the purpose, language feature and grammar. Then, they had to write about narrative text based on the theme and they had to revise, edite and rewrite the narrative story and after that the teacher asked them to work in a group to write a narrative text based on different themes. Then, In descriptive text, student had did individual writing while consulting with the teacher or friends. Then they edited and rewrote of the text.

Oral Skill

In learning about the recount text, the teacher did the following things. First, the

teacher explained the purpose of the text that is to entertain. The teacher also explained about "what", "who" and "how" the story about. After that, they had to present in front of the class and worked in pairs to retell their past holiday experiences. In narrative text, the also did those following things. First, the teacher explained about "why", "what", "who" and "how" the story about. Then, they had to present in front of the class about one of imaginary story. On the other hand, they also learnt about descriptive text and the teacher had also explained about "why", "what", "who" and "how" elements of the text. They had to practice in pairs to describe someone then they also had to present in front of the class. Here is the example of student's oral skill (pairs work) about recount text when they retold about their past experiences:

A: Hei, xxx what are you doing?

B: No, I'm looking for you

A: What's for?

B: I'm miss you

A: Oh.. really?

B: Yeah... I just want to tell you about my story about my holiday. I went to Japan my favourite place

A: Oh really?

B: Yes

A: What were you doing there?

B: I went to Disneyland

A: Really, nice... but wait last holiday I went to Singapore

B: Great. With whom?

A: With my family

B: Did you go to Universal studio?

A: Yes of course. I take a picture with brilliant statue and the great thing is shopping

B: Wow.. what did you buy?

A: I bought shoes, cloth and so many.

B: Did you buy something for me?

A: Yes of course. There is in my class do you want to go there?

B: But I' m hungry. Do you want to accompany me to go to canteen?

A: Ok, not bad.

The conversation above was about last holiday in Japan. The student 'A' told the student 'B' about "who is involved", "where does it takes place", and "when does it happen". The conversation used past tense (regular and irregular verbs). Another example from descriptive text when student should describe someone:

“I want to tell you about my cousin and his name is Kevin. He lives in Jember and he is in grade nine like me, he is fourteen years old and he goes to school with motorcycle. He has brown skin, and he has curly hair, and his eyes are round, and his body is fat, tall and big” he always obeys his mother, he always surprised my sister he is so naughty. Thank You”

The example above is a kind of descriptive text produced by a student in front of the class. First, the student described about the identification of person. Then, he/she described about the physical appearance and characteristics of that person. In descriptive text, he/she also allowed them to work in pairs and they had to describe someone. Here is the example of student's oral skill (pairs work) about descriptive text:

- A: Hei how are you?
 B: Fine
 A: Do you have best friend? Could you tell me about his or her?
 B: Yes I have
 A: Could you tell me about him or her?
 B: Yes. Her name is Sena, she is in grade nine.
 A: Could you tell me about his hair and body?
 B: She has straight hair, white skin and her tall is 145 cm. how about you? Do you have any best friend?
 A: Yes I have. His name is xxx. He loves play basketball
 B: How about his hair and body
 A: His hair is curly and his body is well build
 B: Thank you for your information.

From the example above, the students produced the texts in oral and written depends on its purposes such as to retell the past experience, to tell the story and to describe someone. The choice and meaning of words also become the consideration to produce text that represented in grammar. From the example of narrative and recount texts, they learn to use simple past tense. Meanwhile, in descriptive text, they use simple present tense.

The students have also been able to produce texts depend on the context of situations. First, they are able to produce texts based on the topic of each text such as describing person or retelling the story. Second, they are also understand the role and relationship between participants in the text. From those examples, the writer told different

participants or characters such as recount text (dita and nanda), narrative text (big brother and little brother) and descriptive text (arya).

The last, they are able to differentiate each medium of communication. It can be seen on the example of recount text (oral) where the student A and B make 'turn take' to ask and to answer about last holiday experience. Meanwhile, in descriptive text, the student 'A' and 'B' make question and answer sentences to find or to share the information about description of someone. Here, the speakers can more effective to express the meaning through gestures, intonation, volume or pitch.

Teacher's Role

There are four cycles in genre-based teaching; building knowledge of the field, modelling and deconstruction of the text, joint construction of the field, and independent construction of the field. The teacher had different role for every activities.

Building Knowledge of the Field

During this cycle, the teacher was the resource for their student. He/she gave them knowledge about the purpose of the text, social context and register; topic of the text, who involved in the text, and the channel of the communication. He/she also wrote on the whiteboard and gave them a chance to write on their book. Here is an example of student's opinion "*Bu xxx sering menulis dipapan tulis jadi saya bisa menulis dan membaca-baca ulang*" (Interview Script #6).

Modelling and Deconstruction of the Text

The teacher was a resource and guidance during this cycle who gave the students the language feature of the text. Here, he/she explained about the tenses, adjectives, adjective phrases, or verbs related to the text. Then, he/she gave them an example of the text and they had to investigate it with other students and the teacher guided them.

Joint Construction of the Text

On the cycle of joint Construction of the text, the teacher had two different roles as controller and resource. He/she was a controller when she/he gave instruction for the students about the activity. Here is an example of instruction from the teacher in descriptive text material:

masing-masing menceritakan salah satu anggota keluarganya atau seseorang bagi yang sudah punya pacar menceritakan pacarnya, teman dekat boleh, tapi yang temannya belum tahu jangan teman yang dia sudah tahu. Tolong gunakan adjective ini, masing-masing dari kalian latihan nanti saya lihat satu persatu untuk ngomongnya.(Field Note # 25)

The teacher also became resource who will help students when they had difficulty to find the word or to say or to write. Sometime he/she only ‘stand back’ from the group and became a participant to know about the students’ progress. Based on the interview, he/she also agreed that she/he became resources and controller

“di sini dalam group work dan pair work guru sebagai fasilitator dan motivator karena apa kita harus memfasilitasi siswa misalnya mereka belum paham, kita meminta siswa melakukan sesuatu misalnya sebuah dialog ada temanya dan ada beberapa siswa yang bersama pasangannya dia kurang paham untuk mengungkapkan , maka kita sebagai guru memberi penjelasan kamu harus begini, dan nanti sesuai dengan materinya.” (The script of interview #1, line 62-67)

Independent Construction of the Text

In the cycle of independent construction of the field, the teacher became a resources and controller. When the students had difficulty, the teacher would answer their questions so he/she still gave his/her contribution. He/she also became the controller who gave instructions or examples about the exercises.

The teacher switched the language into bahasa Indonesia when giving instructions for the students to help them understand the instruction. The teacher should give contribution during independent work because the teacher is the one who became the resource for student if they had difficulty in producing texts. During pair work and group work, the teacher became a resource for the student. In group work, the teacher gave them an opportunity to do the exercises by themselves.

The Obstacles and Benefits of Genre-based teaching Implementation

Obstacles

Students

The students said that they had several obstacles during several activities group work, pair work and independent work and also during teaching learning process in the classroom

1) Group work

The students had several problems during group work which consisted of more than four students. They stated that unifying each idea from every group member became the main problem because they have different characteristics. Here is the script of Interview to a student about the obstacle during group work activity

“menyatukan satu misi dari banyak kepala itu yang sulit. Jadi menyatukannya itu yang sulit kalau berantem enggak, cuma sedikit egonya keluar” (The script of interview #6, line 19-21).

Students agreed that every student has different characteristics. Thus, they had a problem to summarize each student’s idea in group work, several students said that some of their friends were lack of awareness to do the work because only several students were responsible for doing the exercise. So, other students only joked and they did not focus on the exercise. Time management also became the obstacle to them, for example, they had problem to arrange the time when doing the exercise outside the class.

2) Pair Work

Pair work activity also caused several problems for the students. First, in terms of the students’ characteristics, they had a problem to produce text in written form because they had different ideas upon one topic. This statement was supported by student’s opinion.

“Ya kan belum tentu semua siswa itu paham dengan teks tersebut jadi susah untuk diajak kerjasama apalagi untuk menyatukan ide antara dua orang agar tidak terlihat memaksakan ide kita.” (The script of Interview #7, line 20-22).

The students had a problem to unify their ideas if they do not have a close relationship among them.

3) Independent work

There were several problems that were stated by students, especially intrinsic problems like knowledge, ability, cognitive and characteristics. Most of them said that they had a problem with the mastery of vocabulary, grammar, pronunciation and arrangement of sentences and paragraph in a text

“Kalau individu lebih kevocabnya karena ketika membaca cerita atau membuat teks sering bingung sama vocabnya” (Script of Interview #5)

4) Teaching Learning Process

The students said that the class was very noisy. It made them difficult to listen the teacher's voice. Another reason was also stated that there is not explicit rule for all students so that they never respect their teacher. Here is the opinion from one of students

“miss xxx sendiri kadang-kadang kurang jelas karena suaranya kecil, terus teman-teman yang ramai karena xxx kurang tegas. Jadi kita kurang jelas, saya hanya tahu jalan ceritanya” (The script of Interview #5, line 5-8)

Discussion

For several years, SMP Negeri 5 Yogyakarta always got the first position for the highest score for national exam in Yogyakarta. It also got several medals for English competitions such as story telling or debate. This school had been conducting student exchange (Sister School) since 2006 with Oesam Middle School of Korea and Portland Secondary College in Australia. SMP Negeri 5 Yogyakarta sent thirty students to Australia and vice versa.

English teaching learning process is used as the primary lesson in this school because the students must be able to communicate in oral or written language with their native students from Australia who had joined “Sister School”. The achievements of SMP Negeri 5 Yogyakarta students are not only in medals but also in written project because the teacher asks them to write and the writing is assessed in term of language style, the way of thinking, and the diction. In every meeting, the teacher prepared a lesson plan which referred to SK (*Standar Kompetensi*) and KD (*Kompetensi Dasar*). Based on the syllabus, there were three kinds of text which were learnt by the students such as

narrative, recount and descriptive text. The teaching learning process followed the cycle of genre-based teaching i.e. building knowledge of the field, modelling and deconstruct the text, joint construction of the text, and independent construction of the text.

The teacher always asked several questions which can stimulate the students' understanding of the material. After that, he/she introduced the purpose of each material then they tried to investigate the social context of the text including the chronology of the text, for example, who is involved in the text, where it does take place and what is the topic of the text. The chronology of each text also became the most important part in this cycles because student can also differentiate the function of each paragraph when producing text in oral or written form. It was used to build the students' understanding about the text beside the teacher also interacted with the students.

Then, the teacher investigated about the language characteristics of the text including the tense or vocabulary. The students would reinforce their understanding of the text because the teacher gave them an example. This example was used to make the students understand the text and the understanding is gained from the students' interaction to the teacher and other students. In addition, the teacher also compared the text to the previous text.

The teacher asked the students to produce text individually in oral or written forms which is used as an assessment. The teacher had chosen several students to present their texts in front of the class and it was used to build their self confidence. He/she also gave assessment for them in terms of pronunciation, diction, content and character.

The teacher gave them an opportunity to work in a pair or in a group to discuss, arrange or construct the text. When they work in pair, the teacher asked them to make a role play so he/she can assess them on how they asked or answered the questions from their partner. In group work, the teacher had given them a chance to make a movie, to develop text, or to arrange the written text.

After the students followed all processes in the teaching learning process, they are able to produce texts in spoken and written language for different purpose. Then, they can also differentiate each text by using various vocabularies depend on the need of the text by regarding these aspects. First, the purpose of the

text such as to describe, to retell past experience or to tell story, second, the roles and the relationship involves among participants in the text and the channel of the text. When producing texts, student are able to understand the meaning whole of text.

The teacher was a director for every teaching learning process so they had a change to choose the materials and activities by considering the students' knowledge, interest or characteristics. First, the teacher became the resource for the students in building knowledge of the field because the students would learn about the text from the teacher. Then, he/she was a resource and a guidance during the process of modelling and deconstruction of the text. The teacher explained about the language feature and the example of the text then he/she gave an opportunity for them to investigate the text together with other students. Here, the teacher was a guidance for their students to understand the text through interaction between teacher and students.

In pair and group work, the teacher was a resource and guidance to help the students when they found difficulties in produce the text. The teacher could 'stand back' when they worked in a group or pair work. He/she had same role as resource and controller during independent, pair and group work. However, he/she could also gave them an opportunity to do the work by themselves in each activity. He/she also switched the language from English to Bahasa while he/she was giving explanation or instruction.

The teaching learning process also had several benefits for the teacher and the students. The students agreed that pair work and group work had an important part to understand the text because they can discuss with their group members or their partner when they found difficulties. Besides, they also said that they can express their opinions, feelings and ideas in written form. The teacher agreed that every joint construction activity had influenced the student's characteristics such as understanding, respecting, and cooperating. In independent work, the teacher had a chance to give assessment for the students.

The students also said that they had several obstacles during teaching learning process. First, they found difficulty to unify the idea from each group member because they had different characteristics while they were doing group work activity or pair work activities. The

ability of each student was also an obstacle for them because they are lack of mastery on vocabulary, grammar or diction which happens during independent work. The teacher said that during group work or pair work students' found difficulty to choose the group member.

Another problem is related to the facility of language laboratory that had been broken since last year. So, they had to borrow the speaker from multimedia laboratory. The situation of the class which was very crowded and noisy was also a crucial problem where the students cannot listen the teacher explanation clear.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The teacher helps the students during independent work then he/she reduces the contribution when they have pair work and group work. The students are able to produce text based on the purpose of each text such as to retell the past experience, to tell story and to describe places/people. Then, the choice and meaning of words represented in grammar also should be considered in producing texts. The students are also able to produce text which is appropriate to the context of situation. First, they are able to produce text depend on the topic of each text (describe or retell the story). Second, they are also able to understand their role and relationship between the participants in the text. Last, they are able to differentiate the communication medium whether in oral or written.

The teacher has an authority to choose the activities or cycles suited to the ability and readiness of the students. The teacher also able to adapt those cycles in the classroom that is equal with Joyce's theory about four cycles. Whether there are 'gap' between the steps of four cycles the classroom with the theory of Joyce. So, the teacher has made innovation and adaptation depend on the students' ability.

There are several obstacles during the Implementation of Genre-based teaching faced by the teacher and the students. First, several obstacles faced by the students are: (1) lack of knowledge, (2) the diversity of character, (3) language laboratory does not work, (4) there is no rule in the classroom. Similarly, the teacher also found several obstacles: (1) to arrange the group member, (2) to motivate each student and (3) to employ appropriate facility for listening

skill. Meanwhile, based on the students opinions, the implementation of genre-based teaching is important and has been succeeded to, (1) character building and (2) improve their knowledge and ideas. The teacher also has the same opinion, (1) to understand the character of each student and (2) to assess the student's ability.

Suggestions

The school should pay attention to the quality of each teacher regarding their ability in teaching learning process. Hopefully, school can hold trainings or workshops on how to increase or improve their quality as teachers. In addition, school should support every English teacher to be participated in the workshop from *Dinas Pendidikan*, MGMP or JETA. To support the quality of teaching learning process, school should pay attention to the facilities supporting listening skill which means that the language laboratory should be repaired.

The teacher should also consider the ability of every student so that they are able to choose appropriate activities. They also need to update any kind of information to support their quality in teaching learning process from books, internet and any other resources so they can be more 'open-minded' for any issues to improve their quality of teaching

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