

THE APPLICATION OF GENRE BASED APPROACH IN THE TEACHING OF ENGLISH TO THE EIGHTH GRADERS

Cicin Only Tachia

Bambang A. Loeneto

English Education Study Program

Faculty of Teacher Training and Education, Sriwijaya University

cicinonlytachia@gmail.com

Abstract: The aims of this study aimed 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 use for the students of 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 not 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*

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 be 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. However, 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 a well situation and 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 Nutfield 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.

METHODOLOGY

This study used qualitative descriptive research as a method of this study. The key informants of this study were those who familiar with the genre based approach. They were

teacher of English, English subject supervisor, and students of grade eight.

Data Collection

The data were collected through some techniques, namely observation, interview, and documentation.

Interview

In this study, the writer used in-depth interviewing research which was aimed to get information directly about the effectiveness of genre based approach in the teaching of English to the eighth graders of SMP Negeri 1 Indralaya Utara. In-depth interview technique is one of the techniques of interviewing used in qualitative research (Legard, Keegan, and Ward, 2003). The writer used in-depth interview in order to get more information which were not limited in yes/no answer so, there were more detail information provided from the interviewing section. In this study, the questions were made based on the matrix of operational definition. The questions were related to the use of genre based approach in that school and to get information about the effectiveness of genre based approach in SMP Negeri 1 Indralaya Utara.

Observation

According to Patton (1990) observation refers to deeper understanding, because it provides a knowledge of the context in which the event occur, and it enable the writer to see things that the participants themselves are not aware of, or they are unwilling to discuss. Observation focused on the process of teaching and learning activity using Genre Based Approach. The type of observation used in this study was observation nonparticipant. Observation nonparticipant does not let the writer directly involved with the activities of

the people being observed. The writer went behind the process of teaching and learning of English from the beginning to the end of the activities while taking a note and photos.

Documentation

This was about all written information based on the implementation GBA of the teaching English in SMP Negeri 1 Indralaya Utara. The example of written information includes syllabus, lesson plan, and texts. It is equipped by records and photographs.

Data Analysis

The data were analyzed through triangulation technique and supported with steps in Stoner's theory to measure the effectiveness of genre based approach, namely planning, organizing, leading, and controlling. Triangulation is often used to indicate that two (or more) methods were used in a study in order to check the results of one and the same subject. In this study, triangulation technique involved three stages which were interview, observation, and documentation.

Interview

In this section, the English teachers who teach in grade eighth, some students of grade eighth, and the English subject supervisor was interviewed by the writer. The writer asked more less 15 questions for English teachers and students and 8 questions for the English subject supervisor. The questions were made based on the matrix of operational definition. The questions were related to the use of genre based approach in that school and to get information about the effectiveness of genre based approach in SMP Negeri 1 Indralaya Utara. To analyze the data which got

from the interview, after did the interview section with the informants, the data then collected and organized. Next, the results of the interview were transcribed into text. After that, the writer did member-checking to the informants by showing the transcription data so they could confirm that the result was clear and true as what they answer. The informants also gave feedback by correcting and even giving more data and information. Next, the data read to be marked up and coded based on the themes. These codes were classified so there were themes which lead the writer to the answer of the research question. The last phase was interpreting the themes from the data. Finally, to sum up the result of the data, the themes correlated to the question and literature review.

Observation

In observing the teaching and learning activities based on teacher's lesson plan, the writer randomly chose one class from grade eight and used a checklist form to show the result of observation.

Documentation

In this section, there were some documents that have already collected get from the English teacher of SMP Negeri 1 Indralaya Utara. Those documents were syllabus, lesson plan, students' attendance list, students' list score, media for teaching, learning resources, and teaching and learning material. Besides, the writer took photos during observation and recorded the interview.

FINDINGS

Interview with the English Teachers

The questions were made based on the matrix of operational definition. According to Stoner there are four

steps to measure the effectiveness of Genre Based Approach. So, the questions for the English teacher were based on Stoner's theory which are planning, organizing, leading, and controlling.

Planning: When the teacher asked a question about the curriculum and syllabus that have been used in SMP Negeri 1 Indralaya Utara. The teacher said that SMP N 1 Indralaya Utara used 2013 curriculum and they have already used that curriculum since 2013 since their school chose as a pilot school in Indralaya. Besides, the important step in planning is lesson plan. As known that lesson plan is teacher's guideline in teaching. When teacher was asked about the lesson plan (RPP), she said that lesson plan was made by the English teacher and it was based on the syllabus. Moreover, SKL and KD in the syllabus were teacher's reference in making a lesson plan.

Organizing: In this step the teacher was asked about the implementation of Genre Based Approach in SMP Negeri 1 Indralaya Utara. Before she asked the questions about the cycles in genre based approach, she firstly asked some questions related to her knowledge about genre based approach (GBA). However when she asked what she knew about genre based approach, she said that genre based approach is an approach using some kinds of text. Moreover, she said that there are 5 kinds of text that have to be delivered to junior high school students namely, descriptive,

narrative, recount, procedure, and report text. In addition, for the eighth graders there were three kinds of text that have to be delivered by the teacher those are descriptive, recount, and narrative texts.

As known, in implementing Genre Based Approach there are four cycles/steps that should be followed by the teacher. The steps are Building Knowledge of Field (BKoF), Modeling Text, Joint Construction of the Text, and Independent Construction of the Text. When the teacher was asked a question related to the cycles of genre based approach she said that she did not follow the cycles. In fact, in observation section the teacher conducted all of the steps.

- Building knowledge of the field (BKoF): she started the teaching and learning process by leading the students to observe the descriptive in poem form on the Power Point slides that was displayed in front of class.
- Next, Modeling of The Text: she gave the example of the text in the Power Point slides.
- Joint Construction of The text: the teacher asked the students to answer the question of matching the answers on the Power Point slides.
- The last, Independent Construction of The Text: the teacher asked the students to make a poem individually. From the explanation above it

can be concluded that the teacher still do not know well the cycles in Genre Based Approach.

Leading: In this step the teacher was asked some questions related to the way she conducted GBA approach, students' needs in deserving material using GBA approach, the difficulties and the way she solved the problem/difficulties.

Teaching English using genre based approach must be mixed with interesting media and a good strategy because learning text is difficult for students. So, they will get bored easily and got nothing if the teacher only teaching text with book without good strategies and media. However, every teacher has their own strategies in teaching English. The same as the English teacher in SMP Negeri 1 Indralaya Utara, she had her own strategy in teaching English by using genre based approach. The teacher mentioned pair work/group work was her strategy in genre based approach teaching and learning process. She used this strategy because the strategy could save time and made the students enthusiasm in teaching and learning process. Moreover, every group got one paragraph to analyze and then they presented theirs in front of class so the others will know. This way helped her so much, besides could save the time, the students could work together and help each other.

When applying genre based approach the teacher usually faced some problems. One of the

problems was when the teacher gave them a text they have already pessimist that they could not do it because the texts was hard for them. However, to solve that problem she tried to find some text which was not too long and have a familiar word with them and she also applied Flesch Kincaid strategy which was used for cut some hard words and unfamiliar words. Besides, she gave them some motivation to make students enthusiast in doing their text. However, when the teacher told that the score will be input to their list score they were motivated to do all the activity that have already told by the teacher.

Controlling: In this step the teacher was asked about some question related to feedback and evaluation in applying Genre based Approach to the students. Students' ability in receiving material about text using genre based approach (GBA) was on average, a half of them could follow and the rest could not. However, when the teacher have applied genre based approach, students' ability in receiving material about text was increasing more than a half of students could follow and the rest was still could not follow as well.

As seen from the statements above, it can be concluded that genre based approach is compatible for the students in SMP Negeri 1 Indralaya Utara. Moreover, she mentioned that genre based approach was better than the previous approach which to be was

theme based approach. In addition, the teacher agreed that genre based approach is effective used for students in SMP N 1 Indralaya Utara, but it has to combined with interesting media and strategies.

Interview with the English Subject Supervisor

There were eight questions that had already asked to the English subject supervisor in SMP Negeri 1 Indralaya Utara. The questions were related to the syllabus, lesson plan, and the implementation of Genre Based Approach in SMP Negeri 1 Indralaya Utara especially in eighth graders.

Firstly, Syllabus for English subject in SMP N 1 Indralaya Utara which has been prepared by the *Kemendikbud* but the English teachers still could reorganize based on students and school needs. However, a syllabus can still be changed and matched with students' needs and school environment.

As for lesson plan, it was made by the English teacher herself or the teacher could make it with her MGMP (subject teacher meeting) team. However, in making lesson plan students' condition was one of the important references for the teacher.

The last is the implementation of genre based approach in SMP Negeri 1 Indralaya Utara. Every English teacher in SMP N 1 Indralaya Utara has already implemented genre based approach since this approach was matching with the material content in 2013 curriculum. On the other hand, genre based approach also could receive well by the students through some interesting strategies and media. Moreover, every English teacher has tried their best in implementing genre based approach in

the teaching and learning process. However, there were always the difficulties faced by the students in teaching and learning process. For the example, some students were difficult to make a text due to some factors, but so far the teacher could handle this problem as well. In fact, through genre based approach students can improve their basic skills because through genre based approach students are expected to understand the text well and can apply it either written or oral.

Interview with the Eight Grader Students

There were fifteen questions for fourth students of eighth graders. The questions were related to the teacher's lesson plan and the way the teacher implemented genre based approach to the students in the classroom. The results of the interview section with the fourth students are as follow:

Teacher's Lesson Plan

In teacher's lesson plan it has written that she always gives greeting her students when she came to the classroom. The fourth of the students said that the teachers always give greeting to the students when she entered the classroom. Then, before starting deliver the material the teacher reviewed the previous material. The fourth students answered that teachers always reviewed the previous material. In addition, the English teacher always brought media when she was teaching in the classroom. The fourth of the students said media used by most of the teacher is Power Point and book.

Teacher's Way in Implementing Genre Based Approach in The Classroom

When the teacher was starting to teach the text, what she did first is

explained about the text itself. Then, she gave the example of the text. After giving the example of text, she explained in detail about the text and the example of text to the students. After that, she asked the students to make a text that has already been learnt. The task could be individual or group work.

In fact, even though the teacher has already explained in detail there were some difficulties faced by the students. The difficulties that usually faced by them were making the text itself and the pronunciation of the words. Besides, they often struggle when they want to translated the text. It was caused by their lack of vocabulary. However, when the students got the difficulty the teacher always helped the students. For example, when the students did not know the meaning of words, she did not directly give the meaning of that word but she asked the students to find out it in their dictionary. If the students could not find the meaning of the difficult word she asked the other students who knows that word. At the end, if there is no student could answer the meaning of difficult word she answered it directly by herself.

In the end, the teacher questioned the students about the text that has been already learnt to know students'

understanding about the text and she asked the students' difficulties in receiving the text material. Then, the teacher always gave homework for the students. It aimed to train students' knowledge and ability in writing a text.

Result of the Observation

In this section, there was one class that has already observed which was 8A. Totally, there were 17 items which were based on teacher's lesson plan that has already observed.

From the 17 items in the teacher's lesson plan, there were four items that are not applied in teaching and learning process., namely preparing students' physic and mental for teaching and learning process, giving motivation, explaining the basic competition that should be received by the students. She does not conduct the third items because those items have already conducted in the first meeting while this observation was the second meeting. The fourth item is giving reflection about material that the students have learnt. She does not conduct this item due to the time was up. The result of observation section showed in the checklist form is presented in Table 1.

Table 1
Classroom Observation Checklist Form

No	Item	Conducted by teacher	Not conducted by teacher
1.	Greeting	√	
2.	Checking attendance list	√	
3.	Preparing students' physic and mental for teaching and learning process		√
4.	Giving motivation		√
5.	Asking about material before	√	
6.	Explaining the basic competition that should be received by the students		√

7.	Delivering material based on syllabus	√	
8.	Starting teaching and learning process with guiding students to observe descriptive text (poem) in Power Point slide in front of classroom	√	
9.	Implementing cycle 1 (Building Knowledge of Field)	√	
10.	Implementing cycle 2 (Modeling Text)	√	
11.	Implementing Cycle 3 (Joint Construction of the Text)	√	
12.	Implementing Cycle 4 (Independent Construction of the Text)	√	
13.	Giving reflection about material that have learnt		√
14.	Asking students to collect the task (a text)	√	
15.	Giving homework to the students	√	
16.	Giving an information about material for next meeting	√	
17.	Saying good bye	√	

Result of the Documentation

In this section, there were some documents that have already collected. All of the documents got from the English teacher in SMP Negeri 1 Indralaya Utara. All of documents for documentation were available in SMP Negeri 1 Indralaya Utara. However, even the syllabus have already served by the Indonesian Ministry of education and Culture, the teacher still

reorganize it depends on the needs of the students and school. Meanwhile, the lesson plan made based on syllabus and it was made by the teacher itself and it also can be made by the MGMP team. The result of the documentation finding showed in the checklist form in Table 2 below.

Table 2
Documentation Checklist Form

No	Item	Availability		Remarks
		Yes	No	
1	Syllabus	√		The syllabus was made by the <i>Kemendikbud</i> .
2	Lesson plan	√		The lesson plan was made by the English teacher.
3	Students' attendance list	√		Available.
4	Students' list score	√		Available.

5	Media for teaching	√		Media that used by the teacher is Power Point (Slides of material about poem).
6	Learning resources	√		Book and internet.
7	Teaching and learning material	√		Descriptive text (Poem).

DISCUSSION

Based on the findings of the study, several points need to be discussed. According to Stoner's theory there are four steps that must be followed to measure the effectiveness of Genre Based Approach. Those are Planning, Organizing, Leading, and Controlling. In fact, all of the steps were conducted by the English teacher in SMP Negeri 1 Indralaya Utara.

The findings showed that the teacher has already had a good planning. Stonner (1994) states planning is the function of management that involves setting objectives and determining a course of action for achieving those objectives. In this case, she has lesson plan as her guideline in teaching and learning process. The lesson plan is made according to syllabus and match with students' needs. However, the documentation findings show there are three steps in teacher's lesson plan. Those are pre-activity, whilst activity, and post-activity. Besides, the teacher uses media in delivering material to the students. The media that she used is Power Point slides about descriptive text (Poem). This media makes the students interested in teaching and learning process because it could make them do not get bored easily.

In addition, sometimes the teacher used other media such as flashcard, printout stories, and pictures. All of the media that teacher used has their budget from the school. In fact, the teacher often used her own

budget in making the media since taking care of the cost to the media from the school takes time. So, the teacher prefers to use her own budget, but for the projector it has already served in school.

As for the organizing step, according to Stoner (1994) organizing is the process of organizing and allocating the work, authority, and human resources of the organization so that they can achieve the organization's goals efficiently. In this case, the object of this study is students of eighth grade and the subject is genre based approach. The findings show that the teacher has known what genre based approach is. The teacher said that genre based approach is an approach that used in teaching English by using various types of text. It is similar to Lin (2006) states that in genre based approach, teaching and learning focuses on the understanding and production of selected genres of texts. Moreover, there are some cycles that should be followed by the teacher when applying genre based approach. According to Chappell (2004) the activities of genre based approach in the classroom consist of cycles which are Building Knowledge of Field, Modeling of The Text, Joint Construction of the Text, and Independent Construction of the Text. However, the interview finding shows the teacher did not know well about the cycles in genre based approach. She is teaching with her own strategies but in fact, the

observation finding shows that she did all of the cycles without realizing it. For the first step Building knowledge of the field (BKoF) she started the teaching and learning process by leading the students to observe the descriptive text in poem form on the Power Point slides that was displayed in front of class. Then the next step Modeling of The Text, she give the example of the text in the Power Point slides. Next step is Joint Construction of The text, the teacher asked the students to answer the question of matching the answers on the Power Point slides. The last step is Independent Construction of The Text, the teacher asked the students to make a poem individually. It can conclude that teacher still has to upgrade their knowledge about the genre based approach.

Other interpretation is leading step. Stoner (1994) states leading is the function of management that involves some process such as directing, influencing, and motivating the students to perform basic tasks. The interview findings show that in applying genre based approach the teacher used interesting media and also strategies beside the cycles in genre based approach. The strategy that she usually used is pair work/group work. This strategy is very helpful for her. Moreover, group work is very time-consuming because the students do the task together. For example, when the teacher was giving a text with some paragraphs to the students, the teacher divided one paragraph to one group. So, they get one paragraph to do and present it in front of classroom so the other group will know their paragraph and so do the others groups. In fact, the observation findings show that the teacher used riddle game as her

strategies. This game aims to give an example of descriptive text in poem form. So, there is a poem without title, and then the students have to guess the title by reading a characteristic of object in poem. Another strategy is the students asked for matching the rhymes of words in Power Point slides. It aims to make students know that the characteristic of poem is its rhymes. Meanwhile, the definition of text explained in detail by the teacher.

Even though the teacher has explained in detail about the text, there are some students still could not create a text. The interview findings show that it is difficult for students to make a text by themselves due to lack of translating skill. While, the observation finding shows that almost a half of the students did not bring their dictionary. In result, the level of their vocabulary still low. However, to solve the difficulties the teacher usually gives a chance to students to ask her if the students still confused about the text. In addition, in interview finding shows that if the student did not know the meaning of the word the teacher will ask other students to answer their friend's question and if the other students could not answer it, she will answer the question.

The last interpretation is controlling step. According to (Stonner, 1994) controlling is an activity managers that must ensure that the action of the members of the organization actually bring the organization towards its intended purpose. In this case, the manager is a teacher, the members are the students, and the organization is genre based approach. The result of interview shows that students' achievement in learning English is increasing, more than half students can follow and the rest still cannot follow well.

Meanwhile, the result of the observation shows that there are only some students can follow and some others cannot follow well. Otherwise, the documentation findings show that not more half students succeed in achieving the passing grade (KKM) of English subject. Moreover, the result of summative test showed that not more half students succeed in achieving the passing grade of English subject. It can be concluded that genre based approach is not effective for students of eighth grade of SMP Negeri 1 Indralaya Utara, even though the teacher had applied all of the fourth steps of the genre based approach. Due to the fact the result of students' achievement is not improve. As stated by (Etzioni, 1964) effectiveness has been defined as the degree to which (an organization) realize its goals. In the other words, when something is deemed effective, it means it has an intended or expected outcome. However, this study has some limitations. The writer used the summative test to measure the students' achievement rather than the formative test. Meanwhile, the genre based process had only applied once by the teacher to teach the descriptive text material.

CONCLUSION AND SUGGESTIONS

After conducting this study, it can be concluded that the genre based approach was not effective for the students of eighth grade of SMP Negeri 1 Indralaya Utara. The result of this study showed that more than half of students could not produce text well, even though the teacher had already applied all the four steps of genre based approach. It was proved by seeing their summative score. Moreover, there were not more than

half of students who succeed in achieving the passing grade of English subject and the rest still got score under the passing grade. Still not more than half of the students could produce a text correctly. This can be caused by some factors, such as, the lack of translating and vocabulary skill.

Based on the conclusion above, the suggestions are pointed to students and teachers. Students have to learn English not only in school but also in out of school hours. They should practice English more, they can join English courses or they can learn by themselves through the internet or just read the English books to enlarge their vocabulary. Then for the teacher, it would be great if the teacher asked the students to make a notebook for their vocabulary collection and memorize at least 5 new vocabulary every day and write them in their notebook. In addition, the teachers make rules for the students that they should use their dictionary during English lesson.

REFERENCES

- Bovie, (2002). *Management*, New York, NY: McGraw-Hill Inc.
- Chappell, P. (2004). *A genre based approach to developing oral skill in an adult Thai EFL context*. A paper presented at the fift Pan-Asian conference on language teaching at FEELTA, Vladivostok, Rusia. Retrieved from:
<http://homepage.mac.com/philchappel?PC/genre.html>.
- Chayati, U. M. (2009). *The implementation of genre based approach in the teaching of English at SMPN 5*

- Sragen* (Thesis, University of Muhammadiyah Surakarta, Indonesia).
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed). Boston, MA: Pearson Education Inc.
- Crystal, D. (2004). *The stories of English*. New York, NY: The Overlook Press.
- Etzioni, A. (1964). *Modern organization*. Englewood Cliffs, N.J.: Prentice-Hall.
- Hyland, K. (2007). *Genre and second language writing*. University of Michigan, USA. <https://id.scribd.com/doc/117997883/An-Introduction-to-Genre-Based-Approach>
- Lana. (2009). Genre Based Approach. Retrieved from <http://lanacometorich.blogspot.com/2009/06/genre-based-approach.html>
- Legard, R., Keegan, J., & Ward, K. (2003). *Qualitative research practice*. London, England: Saga.
- Lin, B. (2006). Genre based teaching and vygotskian in EFL: the case of a university writing course. *Asian EFL Journal*, 34-41.
- Nunan, D. (1999). *Second language teaching & learning*. Boston, MA: Heinle&Heinle Publishers. <https://core.ac.uk/download/pdf/16507883.pdf?repositoryId=478>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage PsikologiSosial.
- Soedijarto. (1993). *Menuju pendidikannasional yang relevandanbermutu*. Jakarta, Indonesia: BalaiPustaka
- Stoner, J. A. F. (1994). *Manajemen* (4thed). Jakarta, Indonesia: Erlangga.
- Tartila, Yasin, A., & Rozimela, Y. (2013). The implementation of genre based approach in english teaching at Islamic senior high school Model (MAN Model) Jambi. *Journal English Language Teaching (ELT)*. 1(3), 37-46.

About the Authors:

Cicin Only Tachia was the graduate of the English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University

Dr. Bambang A. Loeneto, M.A is the lecturer at the English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University