

**THE IMPLEMENTATION OF GENRE BASED APPROACH IN
TEACHING ENGLISH AT SMP TA'MIRUL ISLAM SURAKARTA IN
THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements For the degree of Sarjana



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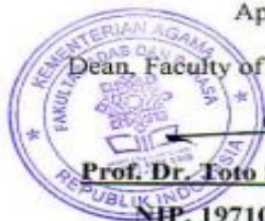
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DEDICATION

This thesis dedicated to:

1. My beloved Parents, Miarso and Siti Maryani
2. My Sisters, Nanda Kurniawati and Nina Saras Kurniawati
3. My Friends

MOTTO

“If you’re stuck on a problem, don’t sit there and think about it; just start working on it. Even if you don’t know what you’re doing, the simple act of working on it will eventually cause the right ideas to show up in your head”

(Mark Manson)

“If we never try, how will we know”

(Stacey Ryan)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Implementation of Genre Based Approach in Teaching English at SMP Ta’mirul Islam Surakarta in the Academic Year 2022/2023”** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect and hopes that this thesis would be useful for the next researcher of for readers in general.

Sukoharjo

The Researcher



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ABSTRACT

Gita Sidiq Kurniawati. 2022. *The Implementation of Genre Based Approach in Teaching English at SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Language Faculty.

The objective of this study is to find out the implementation of genre-based approach in teaching English at SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023. The researcher focused on the procedure for implementing the genre-based approach used by teachers, teaching media, teaching materials, and evaluation.

This study used descriptive qualitative as research design. The researcher describes the genre-based approach procedures, teaching media, teaching materials, and evaluations used by teachers. The subjects of this study were two English teachers at SMP Ta'mirul Islam Surakarta. Data collection techniques in this study were observation, interview, and documentation. The data was analyzed qualitatively in descriptive form and used several tables and images in describing the data.

Based on the results of observations and interviews, it is revealed that both teachers had implemented the genre-based approach well. At the joint construction of text stage, the teacher did not form a group adapted to the conditions of the class and the material being taught. In teaching media, teachers use human media as the main media, as well as using textbooks and modules. The teaching materials used by teachers were modules provided by schools and books from the Ministry of Education and Culture. There were two evaluations carried out by teachers, namely formative and summative evaluation. In addition, the form of evaluation carried out by the teacher was a test.

Keywords: *approach; genre-based approach*

CHAPTER I

INTRODUCTION

A. Background of Study

In an education, there are many elemental components that must be met in order to achieve educational goals. The educational component has an important role in the sustainability of an educational process. According to Saat (2015), there are six components in education, namely: educational objectives, educational tools, educational environment, educational evaluation, ways of educating students, and teachers. Teachers have a very important role in the learning process in the classroom, because a teacher can determine a learning process in the classroom. The most important step taken by teachers in determining the learning process is to choose an approach that will be used in teaching.

Learning approach is a set of knowledge that is arranged systematically and structured which will later be used as a reference for thinking in determining a strategy, method, and technique to achieve learning objectives. Approach is a basic concept behind a learning method used in the classroom. An approach is a set idea in looking at a problem (Rianto, 2006). Then types of approaches are divided into two types, namely: teacher-centered learning approach and student-centered learning approach. The teacher-centered approach is a conventional learning approach, where the teacher has a position as a material giver from beginning to end. Meanwhile, a student-centered approach is an approach that requires students to be active and interact well

with teachers or their friends. The teacher only acts as a material deliverer, facilitator, and leads the learning process in the classroom. A teacher must be able to determine the right approach that is adapted to the conditions of the students and the learning objectives to be achieved. Because through an approach will produce a learning method that teachers use when teaching in the classroom.

In the 2013 curriculum, the Ministry of Education and Culture requires all teachers to use a scientific approach as a mandatory approach when teaching in the classroom. This approach is fairly old but also new. It is old because it has been used very often in science learning, but it seems new when used to teach English. In this 2013 curriculum, the scientific approach is believed to be able to build students' awareness, skills, and knowledge. This is in line with the assumption that the learning process must be in accordance with scientific-based, which means that the learning step consists of five stages, namely: observing, questioning, associating, experimenting, and networking (Suharyadi, 2013).

Based on the pre research at SMP Ta'mirul Islam Surakarta which was conducted on 31 March- 6 April 2022, the teachers argued that this approach is too many stages and requires students to be active. Even though the facts in the field, students in the class are very passive in participating in English learning. Based on these problems, teachers at SMP Ta'mirul Islam Surakarta decided to used genre-based approach as their approach in teaching English. Genre Based Approach is an approach that emphasizes the text genre and its

content. This approach is generally used in learning writing skills, where before students create a text independently, they are directed in groups to create a text together (Haerazi, 2017). Meanwhile, according to Hammond (1992), genre-based approach consists of four stages, namely: building of knowledge, modeling of text, joint construction of text, and independent construction of text.

The researcher did pre-elementary interview with the teachers at SMP Ta'mirul Islam Surakarta conducted on 21st march 2022. Teachers prefer to use a genre-based approach rather than a scientific approach because it is tailored to students who are passive in class. In addition, teachers argue that it is easier for students to understand the material presented using a genre-based approach. The teachers also said that the Genre Based Approach is simpler than the scientific approach, and can be applied to all students, either with good or low English language skills. Researcher was interested to investigate how genre-based approach applied at SMP Ta'mirul Islam Surakarta.

In this study, researcher used several previous studies that were relevant to this study, namely: first, the thesis of (Silalahi, Siregar, Maharani, & Afanin, 2020) with the title "Penerapan Pendekatan Berbasis Genre dalam Pengajaran Menulis Text pada Siswa Kelas X SMA Swasta Mulia", This research focuses on the implementation of Genre based, the difficulties faced by teachers, as well as the solutions that teachers do to overcome existing problems when applying genre based. The results of this study showed that the teacher implements all the stages well. There are several obstacles faced by teachers,

namely: teachers feel that students need a lot of time to understand the material and many students whose vocabulary is very limited. The solution that teachers do is to motivate students and instruct students to bring a dictionary when studying English.

Second, research from (Pujiastuti, Susilohadi, & Asrori, 2013) entitled “The Implementation of The Genre Based Approach in SMA Negeri 1 Manyaran (A Descriptive Qualitative Study at SMA Negeri 1 Manyaran Wonogiri Regency in the 2012/2013 Academic Year)”. This research was conducted to investigate the implementation of the genre-based approach and the difficulties faced by teachers. It was conducted by applying qualitative descriptive. In data collection, researchers used observation techniques, interviews, and documentation. The results show that teachers who have just applied the genre-based approach in learning are beginning to understand the use of this approach. It can be seen from the teachers' have positive attitudes in the implementation of the genre-based approach, syllabus and lesson plan have increased. The problem faced is the competence and motivation of students.

Third, research from (Nahid, Suseno, Pujiati, & Juanda, 2018) with the title “Genre-Based Approach to Teaching Speaking of Descriptive Text (A Case Study at a Rural Junior High school in South West Nusa, Indonesia)”. This research, they were conducted in two classes, there are experimental and control groups. The research has two main goals, there are to examine the effectiveness of GBA and to investigate the improvement after implementing this approach. The research design used by the researcher is one post-test-only

quasi-experimental design to achieve the first goals. Meanwhile, a case study was used to achieve the second goal. The result showed that GBA is effective to improve the speaking ability of students in descriptive text, and the improvement can be seen from the social function, language feature, and text organization.

Based on the explanation above, the researcher was interested to investigate the implementation of genre-based approach at SMP Ta'mirul Islam Surakarta. The researcher conducted a descriptive research through the qualitative approach entitled "The Implementation of Genre Based Approach in Teaching English at SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023".

B. Identification of the Problems

Based on the background of problem above, the problem of this research are identify as follow:

1. Students are less active in learning English in the classroom.
2. Genre Based Approach have simple stages.
3. Genre Based Approach can be applied for all students

C. Limitation of the Problems

Researcher limited this study to the implementation of Genre Based Approach at SMP Ta'mirul Islam Surakarata. This research focuses only on the implementation of genre-based approach on writing skill. The researcher focuses on two classes, namely: class VIII B and VIII E

D. Formulation of the Problems

Based on the identification that explained above in this research, the researcher formulated the problem of the study: How is the implementation of genre-based approach in teaching English at SMP Ta'mirul Islam Surakarta?

E. Objective of the Problems

Based on the explanation above, the objective of this study is to describe the implementation of genre-based approach in teaching English at SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023.

F. Benefits of the Study

1. Theoretical

- a. Researcher hopes that the results of this study can be used as reference material in English teaching
- b. The results of this study can be useful for readers in analyzing the approach used in learning English.

2. Practically

a. For the Research

The results of this research can be used as an effort to develop the knowledge and experience of researcher

b. For the Reader

Readers will get benefits and information in the implementation of the genre-based approach

G. Definition of Key Terms

Here are some of the definitions used in this study. It can be used by readers in understanding some of the terms used to prevent misunderstandings

1. Approach

Approach is a point of view that teachers use before teaching in the classroom. Through an approach, it will later produce many learning methods that are adapted to the learning objectives (Gill & Kusum, 2017).

2. Genre Based Approach

Genre Based Approach is an approach that aims to analyze the facts and context used. Through this approach, seek to establish communication competence by mastering several different texts (Derewianka, 2003). Meanwhile, according to (Byrne, 1995), Genre based Approach is a framework that in its teaching uses examples of certain genres.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Teaching and Learning

a. The concept of teaching and learning

Teaching is giving instruction to others with the aim of providing knowledge, skills etc. Brown (2007) stated that Teaching means directing and facilitating learning, ensuring people learn, and building learning conditions. According to Crawford (2005), teaching is more than just a set of methods. Teaching is a set of goals, which consists of students, teaching years, learning resources, schools, and related institutional rules.

Learning can be said to be an activity to gain new knowledge or skills. According to Hammer (1998) learning can be defined as the process of accepting a knowledge. Kimle & Garmezy cited in (Brown, 2006) Learning is a relatively permanent change in changing a person's habits from the results of an exercise. According to Johson (2002), Learning is a reflection of the individual system of students which is shown from the attitude of students linked to the assignments given.

Based on the description above, it can be concluded that teaching is a reflection of teachers' individual system that acts as professionally. There is a close relationship between teachers and

students in sharing information, experiences, or knowledge in formal situations. Learning is an activity to gain new knowledge by learning things either outside the classroom or non-formal situations.

2. Review on Approach

a. The concept of approach

Learning activities are an environment or interaction activities that occur between teachers and students with the aim of achieving the learning objectives. Learning activities can take place anytime, anywhere, and with any learning resources. According to Miarso (2005), learning is an effort made by students and teachers to make students learn and achieve maximum learning results. To be able to realize ideal learning activities, it is necessary to have good management, thus learning activities can run effectively and efficiently (Rianto, 2006). In order for a learning activity to run effectively and efficiently, it is necessary to have an approach that will later use a learning strategy and method that is adapted to student conditions and learning objectives.

One of the main factors affecting student learning outcomes is approach. The learning approach chosen by teachers is expected to be a learning approach that focuses more on the process of engaging students to find material and analyze independently (Syah, 2009). Therefore, the position of an approach will later provide direction for the management of learning activities in various stages which will

later reflect how students and teachers will learn a material effectively and efficiently. Through this approach, it will later produce a learning method and strategy that will be used by teachers when teaching in the classroom.

b. Kinds of approach

According to (Percival, Fred, & Ellington, 1984), the approach in learning is divided into two, such as:

1) Teacher-centered approach/ educational institutions

This type of approach is a very conventional approach where all learning activities are controlled by teachers / staff of educational institutions. The teacher delivers the learning material in accordance with the syllabus. The most important feature in this approach is that the teacher communicates the entire learning material by means of lectures. The advantage of this approach is that teachers have the flexibility to allocate time and learning facilities that are adjusted to the syllabus. While the disadvantage of this approach is that students tend to be passive during learning. The interaction that occurs is only one-way communication. Students are very dependent on teachers, thus development in learning is also very limited.

2) Student-centered learning approach

In this approach, learning activities are dominated by students, while the role of the teacher is only as a facilitator. The

most common characteristic in this approach is that students and teachers can use a wide variety of learning resources, methods, media, and strategies interchangeably, furthermore that the learning process can occur actively. In addition, students can interact in groups. The advantage of this approach is that students gain freedom in learning activities and can take advantage of the facilities provided.

The learning objectives seem broader and difficult for students to forget, because in learning they also construct what is learned in class with the teacher. While the disadvantage of this approach is that the use of time is considered inefficient and the teacher is difficult to immediately find out the achievement of competencies that have previously been made, the use of the syllabus is difficult to apply if using this approach, and student learning progress is very dependent on the ability of the student himself.

2. Review on Genre Based Approach

a. Definition of genre-based approach

Genre Based Approach is an approach that is most commonly used when learning a writing skill in English. According to Byrne (1995), Genre based Approach is a framework that in its teaching uses examples of certain genres. Meanwhile, (Thoreau, 2006) stated that genre in writing is a type of writing that has a specific style, particular

target of readers, and is goal-oriented. According to this opinion, it can be said that genre has 3 main aspects, there are style, readers, and specific purpose. In line with Thoreau's statement, writing style means how a text is written, the words used, and how the information is organized. Based on the explanation above, the genre of writing tries to see writing from a different perspective. This is a difference in the angle of how to write and how to analyse it.

The Genre Based Approach has a very different perspective on conventional writing. It can be said, that the Genre Based Approach is a new perspective in teaching writing. In addition, it is necessary to underline that writing through this approach is always associated with social situations, thus that the purpose of writing is based on the current situation. Writing by applying this approach, students can write various texts with different patterns according to the type of genre given.

b. Types of genres

According Andreson (1997), there are nine types of genres, there are:

1) Recount

A retelling of past events. There are three parts in it, namely: orientation, events, and re-orientation

2) Description

A type of writing with the aim of narrating or describing about an object, person, or place.

3) Narrative

To tell a story, with the purpose of being entertainment or an information.

4) Explanation

To deal with unusual incidents, pointing to some common values in a cultural context.

5) Procedure

A text that contains related steps or uses in everyday life.

6) New Item

A type of genre that has a social function to inform the reader about the events that are being reported.

7) Discussion

A discussion is a text written to present an opinion or different point of view regarding the issue being discussed.

8) Exposition

A text used to justify an argument accompanied by facts and other supporting information.

9) Anecdote

The main purpose of the text is to share funny events with others.

c. Stages of genre-based approach

In the Genre Based Approach, some stages must be done sequentially. According to (Hammond, 1992) there are four stages in Genre Based Approach, as follows:

1) Building of a Knowledge

This stage, consist of two stages that must be fulfilled by the teacher and students

- a) The teacher chooses the genre that will be explained in the classroom. The genre chosen must be appropriate to the students needed. For example, the common genre of text in Junior High School are report, narrative, recount, procedure, descriptive, etc. The teacher can choose those based on the current situation or based on the syllabus/lesson plan.
- b) The teacher explained the general information about the genre given, like the definition, grammar structure, vocabulary usage, and language feature.

2) Modelling of a Text

In this stage, the students will be introduced with some examples. The aims of this stage to build up the understanding from the teacher based on the genre given. Moreover, based on Amalia in (Haerazi, 2017) , stated that in Modelling of a Text, consist of some stage, as follows: (1) familiarizing the students with the function and social context, (2) presenting the schematic

structure of the discussion genre, (3) presenting a model text of a discussion genre, and (4) presenting other texts in discussion genre. In modelling of a Text, the teacher usually gives the students a simple example related to the genre given. From this example, both of students and teacher can discuss it together and intertwined with the appropriate structure.

3) Joint Construction of a Text

In this stage, the students can do some practice to make a text. But, in this stage the students not writing incomplete text, the students can still discuss with their friends and the teacher act as a facilitator to make sure the students have a good understanding. The students are also still guided by the teacher before making a text independently.

- a) In this stage, the students reconstruct the genre given by the teacher. In addition, at this stage students can discuss with each other related to the content or pattern used.
- b) The teacher must make sure that the students understand this stage before jumping to the last stage.

4) Independent Construction of a Text

After going through the previous two stages, students are expected to be able to write a text genre according to what has been studied previously. In this stage, students must create a text

independently, while the teacher must ensure that students have a good understanding of the type of genre given, such as grammar, diction used, general structure, and language features used. In addition, the teacher can also give some genres to exercise the students and increase their knowledge from various genres.

d. Advantages of genre-based approach

The most common advantage of using this approach is that students can create text in stages, besides that students can also create text by the purpose of the text. several advantages exist in this approach (Hyland, 2003), such as:

1) Explicit

Explain what will be learned to provide an overview of the goals to be achieved. The different genres can be the different aims. For example, procedure text is to explain how something happens or how to operate something through stages, narrative text is to amuse or to entertain, descriptive text is to describe a specific thing, etc.

2) Systematic

Provide a coherent writing framework with a focus on language and context. In addition to having to appropriate the existing language features, a text must be coherent thus that it is

easy to read and understand. For example, in making a procedure text, the stages made must always be connected to each other.

3) Needs-Based

The objectives and content must be suitable for students' needs. This is similar to the learning objectives that will be achieved by students after applying this approach. The goals to be achieved must be following the given genre. The genres that will be given to students are adjusted to the syllabus/lesson plan that has been made by the teacher.

4) Supportive

Students as a facilitator in scaffolding students learning and creativity. Before making texts independently, students act as facilitators for their friends related to making texts. Each student is allowed to provide suggestions or criticism of the text made by their friends.

5) Empowering

Provides access to the patterns and possibilities of variation in valued texts. Through the various text genres given, students' knowledge of the patterns used by different texts will increase.

6) Critical

Provides the resources for students to understand and challenge valued discourses.

7) Consciousness

Increase teacher awareness of texts and confidently advise students on their writing. The teacher's role is very necessary as long as students listen to the material and when making texts independently. Through this approach, students can be given an understanding of how writing can be used as a tool to share ideas by existing guidelines. In addition, students are also taught how a writer arranges their writing.

d. Weaknesses of Genre Based Approach

The use of the Genre Based Approach in English teaching activities, especially in writing skills, has started to become popular, but several challenges and difficulties have emerged, namely: the application of the Genre Based Approach to teach four skills in English is still considered difficult by teachers because the application of the Genre Based Approach has not been widely used. In addition, the existing stages are "too-recipe" and hinder creativity because students have to make a text according to the given genre based on the rules in that genre. Repeated stages are considered boring for some people (Hammond, 1992).

Moreover, this approach is considered more suitable for beginner and intermediate students than advanced students, because beginner and intermediate students have a lot of fear of writing, besides that they will usually write when they have seen examples of previous writings. Even so, this approach can still be used to teach

advanced students (Kay & Dudley, 1998). Some people with good high English proficiency skills will seem impatient to apply this approach when making a text because they have to go through several stages and also revisions from the teacher concerned. In addition, students who rarely socialize with their friends will have difficulty when they have to discuss and give advice to other friends.

3. Review on Teaching Instructional Media

a. Definition of Teaching Instructional Media

Media means communication or source of information (Smaldino, 1996). Media can be interpreted as anything that conveys information from the source to the recipient. Instructional media is a medium that is physically tangible. From this definition, it can be said that this media is in the form of printed text, audio tape, TV programs, video, etc. Meanwhile, according to Briggs (1970) Media is a physical object that has the purpose of helping students in learning.

Media has the meaning of conveying messages and information. Media is a tool or method and technique used for communication between teachers and students during learning to run effectively (Miftah, 2013). From the description, the media is specifically divided into several parts:

- 1) The nature of information conveyed by the media (i.e., linguistic and non-linguistic information).
- 2) The channel of information (auditory, visual, or audiovisual).

- 3) The phrases in the process of teaching, and testing (used for presentation and explanation of learning material).
- 4) The didactic function (used to motivate students to convey information or to stimulate free language use).
- 5) The degree of accessibility and adaptability.
- 6) The possibilities for supporting, supplementing, or replacing the teacher.
- 7) The use of media by individual or groups.

There are some general principles of using media: 1) media and method must complement each other, or cannot be self-contained. 2) certain media is more appropriate to be used in conveying a unit of lesson, a lesson might be running well when a particular media is applied, while the same media might not be used to teach other lesson unit. In fact, not all media are suitable for use in learning (Hasan, 2021).

Media for learning is a medium that can help students in their learning process, to make the learning process run effectively and efficiently. By using media, learning can run more fun and easier to understand. Based on this explanation, media is an object in the form of a printed form or audiovisual. The media in teaching must be easy to use, easy to observe, read, or hear so that the information needed in learning can be conveyed properly.

b. Types of Instructional Media

There are many types of instructional media used in learning activities. According to Smalindo (1996) there are several types of instructional media that are often used, namely:

1) Text

This type is most often used. Text is alphanumeric characters presented in the form of books, posters, boards, computer screens, so on.

2) Audio

Contains about everything that can be heard by the ear. The form of audio can be various, such as: human voice, music, etc. Can be heard live or recorded.

3) Visual

A visual is something that can be seen easily by the eye. Visuals can be presented in the form of diagram, drawings, tables, cartoons, etc.

4) Motion Media

One of the media that contains motion, including videotape, animation, etc.

5) Manipulative

One set of materials in the form of real objects or media in the form of three dimensions that can be touched or held by students.

6) People

The last type is people. It can be a teacher, student, or an expert. People are one of the most important elements in learning. Students can learn from teachers, other students, or others.

In the modern era like now, learning media is very diverse. Teachers can develop media-related technology in learning activities. The use of this media can be done through two events, namely conventional classroom education or e-learning (using the internet). Multimedia if seen as a learning tool means as a communication tool that takes place when learning, multimedia and online service products can be developed more creatively and flexibly (Andresen, B. B, 2013).

Multimedia offers a variety of media that can be integrated with several things that support the learning process. Based on this reason, it provides an opportunity for computers and smartphones to be used in the learning process, can be used for presentations using a variety of images (photographs, maps, drawing, and slides), sound (voice recording, noise, and music), video discussions with other students (social network, online discussion). So, multimedia characteristics contain text, graphics, animation, sound, and some content that can be conveyed differently.

Based on the description above, it can be concluded that instructional media is everything related to conveying information

from the teacher to students using a controlled instructional environment.

4. Review on Teaching Material

a. Definition of Teaching Material

Materials involve what is used by teachers and students in assisting the learning process (Richards, 2001). Richards also divided the material into two types, namely created materials and authentic materials. The material created, specially designed to be able to support pedagogical purposes including textbooks, worksheets, CDs, dictionaries, etc. authentic materials, designed not necessarily for educational purposes. They include, newspapers, magazines, photos, etc.

Teaching English can use a variety of teaching materials to make students understand better. The more varied, the better the teaching materials used can be conveyed to students with diverse learning styles and various experiential backgrounds. For example, according to Urschel (2004), several activities can be carried out as follows:

- 1) Find pictures from books, magazines, newspapers, etc.
- 2) Use real objects whenever possible. For example, if a student is studying an invitation card, the teacher can provide a real invitation card example.
- 3) Visiting the field to envision students' first knowledge of a subject

- 4) Bringing people from the community to share their experiences with each other
- 5) Use video to support the subject being described
- 6) Providing opportunities for students to create classroom materials
- 7) Use a wide variety of images to help students visually organize new information.

From this explanation, it can be concluded that materials are everything that is used in the teaching and learning process to facilitate teachers in conveying information to students. There are two types of materials, namely created materials and authentic materials. Created materials are materials used to achieve pedagogical goals, while authentic materials are not intended to achieve pedagogical goals.

5. Review on Evaluation

a. Definition of Evaluation

Evaluation is an activity or process to assess something. If it is associated with the field of education, evaluation is used to measure or assess by comparing one with another in accordance with the standards that have been made. The main focus of evaluation is grades. Grades can be used as the final result to be able to find out the quality of a process (Weir & Roberts, 1994). In addition, evaluation can be used as a tool to compare the results obtained by students with the standards used. Meanwhile, according to Kumar & Rout (2016),

evaluation activities in the field of education are divided into three parts, such as:

- 1) Quantitative Measurement, providing assessment information to students in the form of numbers.
- 2) Qualitative Measurement, contains a general summary of students' ability to complete assignments and the knowledge they have
- 3) Assessments given by teachers to see an increase or decrease in student knowledge.

From the explanation above, it can be concluded that evaluation activity is a systematic activity. In addition, evaluation is important to carry out to find out the abilities of students and the educational goals that have been made.

b. Types of Evaluation

According to (Kumar & Rout, 2016) there are three specific types of evaluations, namely:

- 1) Formative, evaluations are carried out periodically at the end of each learning material. The purpose of this evaluation is to find out feedback based on progress from students, find out learning gaps and weak points of learning activities. In addition, if on the formative test, the scores obtained by students are still lacking, the teacher can carry out remedial activities.

- 2) Diagnostic, evaluation carried out to find out the weaknesses of students in learning. In addition, diagnostic tests can be carried out before teaching to put students well by looking at the level of achievement obtained by students.
- 3) Summative, evaluations carried out for each end of the learning period are adjusted to government rules or the educational calendar.

It can be concluded that, the types of evaluation are divided into three, they are formative, summative, and diagnostic. Categorization is carried out based on the timing of implementation and the purpose of evaluation.

c. Technique of Evaluation

According to (Kumar & Rout, 2016), here are some evaluation techniques that are often used, such as:

1) Test

One of the most frequently used assessment tools in the world of education is the test. The test is a set of questions that must be answered to find out the student's understanding of the material that has been given. A test is designed to measure quality, ability, skill or knowledge.

2) Observation

There are several things that cannot be assessed or measured through tests, including: honesty, discipline,

perseverance, etc. However, these properties can be assessed by making observations. Observation can be made using participants or non-participants.

3) Interview

Interview is interaction activities that people do to get the information they want to know. In interview, there are parties as interviewers and informants. Interview questions can be structured or unstructured according to the conditions.

4) Checklist

A checklist is a list of several things or questions that require answers from respondents. The checklist is adjusted to the given question, for example: 'Yes' or 'No' or with the symbol '✓' or 'X'

5) Rating Scale

Rating scale is generally used to evaluate social or personal value to a particular person. In addition, scale ratings usually use certain scales, for example scales 1 to 5, 1 to 10, and so on. In addition to using scales, rating scales can also use certain criteria, for example: good, very good, neutral, bad, very bad, and so on.

6) Attitude Scale

Attitude refers to a person's tendency towards an object, opinion, belief, subject, or even person. Attitude scale is used to measure a trait objectively.

B. Previous Related Study

In this study, researcher used several previous studies that were relevant as well as supporting this study. The previous studies are as follows:

First, Research from Jurnal Pendidikan Luar Sekolah (KOLOKIUM) was done by Basori and Maharany (20291) entitled “Genre Based Approach in Teaching BIPA”. This research focuses on teaching Indonesian to foreign speakers. Genre Based Approach is an approach commonly used in English language learning, but can also be applied in Indonesian learning. The results of this study show that the Genre Based Approach is enough to provide many advantages for students through its four stages. At each stage, students are asked to read, express opinions, answer questions, as well as presentations. In addition, the ability to utilize technology is also well trained. The role of the teacher is not only as a material giver, but also acts as a motivator and gives some advices for students.

Second, the thesis conducted by Istianah (2011) entitled “The Use of Genre-Based Approach in Teaching Writing Procedural Text to Improve Student’s Writing Skill to Eleventh Grade of SMK Slawi (In the Academic Year of 2010/2011)”. In this research, the researcher focused on the improved behavior of the students in writing skills and also the implementation of a genre-based approach in writing procedural text. In collecting the data, the

researcher used a writing test. Data I carried out three stages: pre-test, formative test, and post-test. The result showed, a pre-test (62, 75), cycle I (78, 89), Cycle 2 (76, 41), and the posttest (77, 93). The increase can be seen from the differences score from pre-test until post-test, which is 14, 18.

Third, the research from Rosnaningsih and Puspita (2020) entitled "Implementing Genre Based Approach to Teach Writing for College Students". This research described the process of students in learning to write using a Genre based approach. This research was presented in a qualitative form for Indonesian students who take English classes. Once students were taught with this approach, they were asked to fill out a questionnaire to find out how the GBA steps fit into practice. In addition, the GBA approach was applicable and suitable for teaching writing.

Fourth, research from the Journal of Education and Development was done by Rismala (2021) entitled "Genre-Based Learning to Promote Student's Critical Thinking in Informal Education". This type of research is qualitative descriptive research on the implementation of the Genre Based cycle applied in Edulab informal education. The research focuses on the application of learning stages in Genre Based, namely: *building the context, modelling and deconstructing the text, joint construction of the text, and independent construction of the text*. In addition, the research also focuses on students' critical thinking methods as seen from the writings that have been made in the form of argumentative texts. The results obtained, students can understand and be able to practice making an argumentative text in accordance with the stages

in Genre-Based. In addition, through Genre-Based, teachers look more creative and more systematic. Students are also able to answer the questions presented by the teacher well, but are still able to write a text well.

Table 2. 1Previous Related Study

No.	Name	Title	Similarity	Differences
1.	Basori, Elva Riezky, & Maharany (2021)	“Genre Based Approach in Teaching BIPA”	Analyzing the use of a Genre Based Approach	Researchers focus on teaching Indonesian to foreign speaker The subject in this study was foreign speakers.
2.	Tri Istianah (2011)	“The Use of Genre-Based Approach in Teaching Writing Procedural Text to Improve Student’s Writing Skill to Eleventh Grade of SMK Slawi (In the Academic Year of 2010/2011)”	Analyzing the use of a Genre Based Approach	The subjects of the research were students at Vocational High School (SMK).
3.	Asih Rosnaningsih and Dayu Retno Puspita (2020)	“Implementing Genre Based Approach to Teach Writing for College Students”.	Analyzing the use of Genre Based Approach	The research subject was college students.
4.	Moh. Rismala, Oikumera Purwanti, & Ali Mustofa (2021)	"Genre-Based Learning to Promote Student's Critical Thinking in Informal Education"	Analyzing the use of a Genre Based Approach	This research focuses on the development of students’ critical thinking. The subject of the study was a high school student in Edlab informal education.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative research because the data is in the form of writing (written text) and not numbers. Qualitative research needs more holistic and needs a rich source of data to get more understanding from the participant; like opinion, perspective, and attitudes. Qualitative research collects the data qualitatively and the method also qualitatively (Nassaji, 2015). In this research, the researcher is the main instrument in collecting the data. Qualitative research is usually concerned with developing explanations for social phenomena, in other words, qualitative research aims to enable readers to understand the social world and the reasons why something happens. Meanwhile, according to (Rosman & Rilis, 2012) its objectives, qualitative research has two main objectives, namely: describe and explore. Qualitative research is suitable for use in this study because the researcher wants to know the implementation of the genre-based approach used by the teachers.

In collecting the data, researcher entered the classroom and observed learning activities in the classroom. The data that has been obtained are processed, classified, analysed, interpreted, and conclusions are made.

B. Research Setting

1. Research of Place

The researcher conducted this research at SMP Ta'mirul Islam which is located at Jl. Dr. Wahidin No. 5, Tegalsari, Bumi, Laweyan, Surakarta, Central Java.

2. Research of Time

The researcher conducted this research from August 2022- November 2022. The schedule of research as follow:

Table 3. 1Research of Time

No	Activities	Month							
		Feb	Mar	Ap	May	Aug	Sep	Oct	Nov
1.	Submitting the title	■							
2.	Collecting the Data		■						
3.	Chapter I		■	■					
4.	Chapter II		■	■					
5.	Chapter III		■	■					
6.	Proposal of Thesis				■				
7.	Research Data Collection					■			
8.	Analysis of Data					■	■	■	
9.	Thesis of Examination								■

C. Research Subject and Informant

The research subject and informants in this research were English teachers and students in 8 grade at SMP Ta'mirul Islam Surakarta consist of two classes, there were: class VIIIB taught by Ms. Tina Handayani, S.Pd and

class VIII E taught by Ms. Ita Fatmawati, M.Pd. Each class consists of 26 students.

In this study, researcher used random sampling in accordance with the recommendation of the teachers. Random sampling is one sample that is taken in such a way that each research unit of a population has an equal chance of being selected as a sample. In practice, random sampling can be done by lottery or random numbers (Triyono, 2003).

D. Data and Source of the Data

According to Ajayi (2017) the source of data is divided into two types, there are primary data and secondary data. Primary data is data collection that is carried out for the first time. In other words, this is the first time the researcher has examined the object. While secondary data is data collected or processed by other people, in other words, someone else has researched it. Sources of primary data include surveys, observations, experiments, questionnaires, and personal interviews. Meanwhile, sources of secondary data include books, websites, journal articles, internal records, etc.

In this research, the researcher used primary data and also secondary data. The primary data used were observation and interview with the teachers. Meanwhile, the secondary research used includes: journal articles, websites, books, thesis, and other previous studies that are relevant to this research.

E. Research Instrument

One of the characteristics of qualitative research is that the researcher acts as an instrument as well as a data collector. Instruments other than humans (such as: questionnaires, interview guidelines, observation guidelines, and so on) can also be used, but their function is limited as a support for research (Rahardjo, 2011)

A data collection instrument is a tool used to measure the data to be collected. In qualitative studies, the researcher as the primary instrument. The researcher collected the data with observing the implementation of genre-based approach in the classroom. In the processing the data, the researcher as the main data collector, interpreter, and reporter of the results

F. The Techniques of Collecting the Data

In this study, the researcher used three data collection techniques, namely: observation, interview, and documentation. Observation data obtained when teacher teaches in class are used to collect information to find objectives in this study. In addition, to strengthen the results of observations in class, researcher also take photos/recorded learning activities in class to obtained more accurate data and empirical data. Meanwhile, documentation consists of lesson plan used by the teachers during teaching.

1. Observation

Observation is one of the major techniques of collecting data that is commonly used in qualitative research. According to (Kabir, 2016) from observation the researcher knows the behaviour pattern of people in some situations to get information. The observation conducted in the classroom. Before making observations, the researcher asked the teacher for permission first. Researcher enter the class passively and without doing activities that interfere with learning activities. Observation activities was carried out by observing teacher and students when carrying out learning activities by applying the Genre Based Approach.

Researcher conducted this research during the English learning process. Before the observation activity, the researcher asked the teacher for permission and followed the learning process without committing any disturbing actions. As the learning process progresses, researcher observed from the beginning of learning to the end by paying attention to the teacher's presentation, methods, strategies, and the role of students when learning takes place.

No	Time	Class	Material	Information
1.	28 th May 2022	IX A	Passive Voice	First Pre-Research Observation
2.	29 th May 2022	VIII C	Recount Text	Second Pre research observation
3.	30 th May 2022	VIII C	Recount Text	Third Pre research observation
4.	5 th April 2022	VIII C	Recount Text	Fourth Pre research observation
5.	6 th April 2022	VIII C	Recount Text	Fifth Pre research observation
6.	8 th August 2022	VIII B	Obligation	First Observation
7.	9 th August 2022	VIII B	Suggestion	Second Observation
8.	10 th August 2022	VIII E	Obligation	Third Observation

9.	11 th August 2022	VIII E	Suggestion	Fourth Observation
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2. Interview

In addition to observation, the researcher also conducted interviews to crosscheck the data obtained during observation. The interview is one of the important data collection techniques, usually in the form of verbal communication between the researcher and the subject. Researcher used unstructured interviews (Nigel, 2000). The interview conducted when learning was completed, therefore as not to interfere with learning activities. In addition, the interview conducted with the teachers. The researcher asked about teaching activities using a genre-based approach carried out by the two teachers, related to procedures in genre-based approach, teaching media, teaching learning, and evaluation.

3. Documentation

In addition to observations and interviews, researcher also completed the data using documentation techniques. Researcher used data in the form of a syllabus and lesson plan. Qualitative research can use a wide variety of documents to supplement the data used. The documents in this research consist of a syllabus, lesson plan, or module (Emzir, 2012).

G. Trustworthiness of the Data

After collecting the necessary data, the researcher needs to re-check the data that has been obtained. Trustworthiness of the data is needed to check the truth of the data. Validity and credibility mean that researcher is sure of the

conclusions of the study. In increasing the validity and credibility of data, the researcher uses the triangulation technique.

Triangulation is one way to get valid data through multiple approaches. Triangulation is a technique that checks the validity of data by utilizing something that is outside the data, used as a way to check or compare the data. According to Denzim (1970), there are various ways to triangulate, as follow:

1. Data Triangulation

Data triangulation means using a variety of different sources. Data triangulation involves many sources with different rules, consisting of time, space, and person. In data triangulation, the researcher was compared the data gain from each informant.

2. Theory Triangulation

This triangulation uses two or more theories to be compared and pitted. Therefore, a researcher needs to collect complete data, thus the results are more comprehensive.

3. Investigator Triangulation

Using more than one researcher in data search activities. Because each researcher has a different style and way of collecting data, the results of observations will also be different. Therefore, the data obtained will be more diverse, but the research group must make data criteria that are mutually agreed upon.

4. Methodological Triangulation

Method triangulation is an attempt to check whether the data obtained is invalid. Therefore, researcher can use several different methods to check the validity of data.

Based on the explanation above, the researcher decided to used methodological triangulation, namely by looking at data from various kinds of data collection techniques used in this study, such as data from observations, interviews, and documents. If there is a compatibility in some of these data collection techniques, then it can be said that the data is true.

H. Techniques of Analyzing the Data

Neon Muhadjir in (Rijali, 2018) stated that data analysis is an activity to find and organize data more systematically, notes from interviews, observations, and others to make it easier for researcher to understand their research and present it to others. Miles and Huberman in (Sugiyono, 2014) explained that qualitative data analysis activities are carried out interactively and take place on an ongoing basis. Miles and Huberman also stated that there are three activities in analysing data:

1. Data Reduction

Data reduction is an activity that simplifying, selecting, and focusing all the data gain in the field. Reduction means that the data obtained must be summarized and focused on the important things to be studied. The goal is to avoid things that are not needed in research.

2. Data Display

Data display is displaying data into information. In qualitative research, the most common presentation is in narrative or descriptive form, furthermore the researcher will present the data in written form. However, tables and pictures will be added in this study thus that the data can be more easily understood by readers.

3. Draw Conclusion

The last step is to make a conclusion. Conclusions must be made according to the data obtained during observation or interview. Researcher also interprets the data before they are written into conclusions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Implementation of Genre Based Approach in Teaching English

a. The Procedures in Implementing Genre Based Approach Used by Teachers in Teaching English

To find out the genre-based approach procedures used by teachers, namely Mrs. Tina Handayani, S.Pd as T1 and Mrs. Ita Fatmawati, M.Pd as T2. During the observation process, researcher used supporting documents in the form of lesson plans used by the teacher concerned. The researcher decided to observe grade VIII in accordance with the recommendations of the teachers.

In grade VIII there were 5 classes, namely classes A, B, C, D, and E. Researcher decided to examine 2 classes, namely class VIII B and VIII E with a total of 26 students each class. The observation was conducted in VIII B taught by T1, while class E was taught by T2. observed the procedure for implementing a genre-based approach carried out by each teacher.

In teaching English, both teachers use the conventional method, where the two teachers explained the material with the lecture method. From the two classes studied by the researcher, the two teachers did

not apply all the stages in the genre-based approach. The first was in class VIIIB. The explanation was more detailed as follows:

1) The Result from T1

Teaching Material: Obligation

First Meeting (Monday, 8th August 2022)

a) Opening

In pre-activity, the teacher performed class conditioning before learning begin. The activities carried out, as follows: T1 opened the class by saying *salaam* and greet students with "*Good morning*" and "*How are you?*". After that, the teacher checked the attendance of students, and provided an opportunity to tidy up the seats. In this opening activity, T1 and students recalled the material that had been studied in the previous meeting.

b) Main Activity

(1) Building Knowledge

In the building of knowledge stage, T1 applied this stage well. T1 explained the material on the day. At the beginning, T1 gave some examples of Obligation for the students. She gave some question related to the example given and also asked the students to underlined the expression and response. T1 said: "*Itu yang expression sama responya digaris bawah. Misalnya: We must*

throw rubbish into trashcans itu responya bisa That's right, Sure. Let's do it... ” (Observation on, Monday 8th August 2022). The students look passive, then T1 gave an opportunity for the students to explained the material in general.

(2) Modelling of Text

After passing the stage of building of knowledge, TI provided two dialogues containing the Obligation, students were asked to underline the sentences containing the obligation and the responses and analyzed the sentences with a pattern that has previously been learned. T1 said *“Dalam sebuah kalimat obligation biasanya menggunakan modal; must + Verb 1. Misalnya contoh nomor 1, We must return the book. Nah kata must dan return itu digaris bawah.” (Observation on Monday, 8th August 2022).*

(3) Joint Construction of Text

In the Joint Construction stage, after done the practice questions given by T1, several students were asked to come to the front of the class to do the practice questions previously given. Other students were asked to correct the answers of their peers who were already

working on in front of the class. In another word, T1 decided to skip this stage related to the time limitation.

(4) Independent Construction of Text

In the Independent Construction of Text stage, T1 asked students to create a free dialogue based on the given material. T1 providing an opportunity for students if there was a vocabulary that was not yet understood.

c) Closing

Before the lesson closed, the teacher asked the students if there was still anything to asked. After making sure all the students understood the material on the day, the teacher closed the lesson with a greeting.

Teaching Material: Suggestion

Second Meeting (Tuesday, 9th August 2022)

a) Opening

In pre-activity, the teacher performed class conditioning before learning begin. The activities carried out, as follows: T1 opened the class by saying *salaam* and greet students with "*Good morning*" and "*How are you?*". After that, the teacher checked the attendance of students, and provided an opportunity to tidy up the seats. At this stage, T1

with students recalled the material that had been studied in the previous meeting.

b) Main Activity

(1) Building Knowledge

At this stage, T1 invite students to remember the material obligation that have been discussed at the previous meeting. T1 briefly explained the related material, then related it to the suggestion material. T1 explained the difference between obligation and suggestion. In addition, T1 also explained suggestion material in general and provided expressions and responses that were often used. Students were asked to interpret expressions and responses that were not yet understood.

(2) Modelling of Text

In Modelling of Text, T1 asked students to mention expressions as well as responses accordingly. T1 provided examples of dialogues contained in the module, then students were asked to analyze the dialogues that correspond to suggestion. T1 gave students the opportunity to express an opinion regarding the dialogue being studied. In addition, T1 also provided

general questions related to the content of the dialogue being discussed.

(3) Joint Construction of Text

In the joint construction of text stage, T1 asked students to work on the exercises in the module individually. After that, some students were asked to do on the board, while other students were asked to correct. In addition to providing practice questions, T1 also asked students to do multiple-choice questions individually, and then correcting together.

(4) Independent Construction of Text

At the last stage, namely Independent Construction of Text, students were asked to create a dialogue containing suggestion. Students were asked to create a dialog in the form of Indonesian first, then translate into English.

c) Closing

At the closing stage, the teacher and the students made conclusion regarding the material already studied, as well as give students the opportunity to ask questions. After that, the learning activity ended with a closing greeting.

Teaching Material: Invitation

First Meeting

a) Opening

In the preliminary activity, T1 opened the class by saying salaam and greet the students with “good morning” and “how are you?”. In addition, T1 also checked student attendance. The next activity was to deliver the material / topic that will be studied on that day. Before entering the learning material on the day, T1 with students remembers the material that had previously been studied.

b) Main Activity

(1) Building Knowledge

In the building of knowledge T1 explained the material related to the invitation. Students were given explanations related to definitions, patterns, characteristics, and types of invitations that were often used in everyday life. T1 build interaction with students by asking if anyone know about it and whether they have ever used or created it. After explaining the material related to the invitation, the teacher directed the students to read the invitation examples in the LKS. Students were asked to observe and analyze related examples in LKS.

(2) Modelling of Text

At this stage, T1 created an example on the board. Students were directed to observe it and related to the explanations previously submitted by T1. T1 also provided questions to ensure students' understanding of the invitation being discussed together. T1 also asked about the content of the invitation, such as who the sender of the invitation is, the purpose of the invitation, the type of invitation, etc.

(3) Independent Construction of Text

In the joint construction of text, T1 asked students to do practice questions in LKS related to invitation material. Students were asked to work individually, upon completion of T1 and students match and discuss together.

c) Closing

Before the lesson was closed, T1 and the students made a summary of the points that had been learned. T1 gives students the opportunity to ask questions that are not yet understood. T1 also said that the material will still be studied at the next meeting. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Second Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity. T1 and the students recalled the previous material.

b) Main Activity

(1) Building Knowledge

At this stage, T1 explained the material related to greeting card. Explained the definitions, patterns, and expressions that were often used in a greeting card. T1 helped students explained expressions into Indonesian. In addition, T1 also associated greeting card material with invitation material.

(2) Modelling of Text

In modelling of text, T1 provided examples related to greeting cards. Then, T1 also explained the difference with greeting cards. At this stage, T1 also asked the students about the contents of the greeting card being discussed.

(3) Independent Construction of Text

In the joint construction of text, T1 asked students to practice the questions in LKS. T1 with students discusses together the questions that have been worked on.

c) Closing

Before the lesson was closed, T1 and the students made a summary of the points that had been learned. T1 gives students the opportunity to ask questions that are not yet understood. T1 also said that the material will still be studied at the next meeting. Next, T1 closes the class by saying salaam.

Teaching Material: Greeting Card

Third Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity. T1 and the students recalled the previous material.

b) Main Activity

At this meeting, T1 explained the project tasks that will be carried out by students. T1 forms a group of 2 students. T1 asked students to choose invitation or greeting card materials that will be used as project assignments. Students choose to create a project invitation card. Then the teacher explained about making a project invitation card.

(1) Joint Construction of Text

At this stage, T1 groups students, one group consists of two students. T1 asks students to discuss what media is needed and what students should bring. Students are asked to discuss the media needed.

c) Closing

Before the lesson was closed. T1 gives students the opportunity to ask questions that are not yet understood. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Fourth Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s

condition. After opening the classroom, the teacher conducted attendance activity.

b) Main Activity

(1) Joint Construction of Text

In this section, students who have formed a group were asked to choose the theme of the invitation card that will be created together. After that, students were asked to come up with a simple concept and then consulted T1.

c) Closing

Before the lesson was closed. T1 gives students the opportunity to ask questions that are not yet understood. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Fifth Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity.

b) Main Activity

(1) Joint Construction of Text

In this section, T1 asked students to brainstorm according to the themes and concepts that have been consulted to T1 at previous meetings. At this stage, T1 still helped students in brainstorming them.

c) Closing

Before the lesson was closed. T1 gave students the opportunity to ask questions that are not yet understood. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Sixth Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity.

b) Main Activity

(1) Joint Construction of Text

In this session, students began to make invitation cards that had been conceptualized in the previous meeting. Students in groups make invitation cards using the media they have brought from home. Students make invitation cards as creative as possible with the media they have brought. T1 monitors students to keep them conducive when they were in groups. Due to time constraints, project task was continued at the next meeting.

c) Closing

Before the lesson was closed. T1 gives students the opportunity to ask questions that were not yet understood. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Seventh Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity.

b) Main Activity

(1) Joint Construction of Text

In this meeting, students continue project tasks that have not been completed in the previous meeting. T1 make sure the students to make invitation cards according to the pattern that has been learned before. T1 also asked students to be able to make invitation cards as attractive as possible.

c) Closing

Before the lesson was closed. T1 gives students the opportunity to ask questions that are not yet understood. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Eighth Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity.

b) Main Activity

(1) Joint Construction of Text

In this meeting, T1 asked students to present the results of the project that had been made. Each group were asked to advance to the front of the class. Then, T1 and other students gave feedback regarding the advancing group.

c) Closing

Before the lesson was closed. T1 gives students the opportunity to ask questions that are not yet understood. Next, T1 closed the class by saying salaam.

Teaching Material: Greeting Card

Ninth Meeting

a) Opening

In pre-activity, T1 performed class by conditioning before learning begin. T1 opened the class by saying salaam and greet with “good morning” and asked the student’s condition. After opening the classroom, the teacher conducted attendance activity.

b) Main Activity

(1) Joint Construction of Text

In the last meeting, the activities carried out by T1 and students were the same as the previous meeting,

which was to present the results of the group work of each group.

c) Closing

Before the lesson was closed. T1 gave students the opportunity to ask questions that are not yet understood.

Next, T1 closed the class by saying salaam.

2) The Result from T2

Teaching Material: Obligation

First Meeting (Wednesday, 10th August 2022)

a) Opening

In pre-activity, the teacher performed class conditioning before learning begin. The activities carried out, as follows: T2 opened the class by saying salaam and greet students with "*Good morning*" and asked the students' condition. After opening the classroom, the teacher conducted attendance activity. T2 with students recalled the material that had been studied before.

b) Main Activity

(1) Building of Knowledge

In the building of knowledge stage, T2 applied this stage well. T2 explained the material on the day. At the beginning, T2 gave some examples of Obligation for the students. She gave some question related to the example

given. When the class looked passive and there was no interaction, T2 then gave an opportunity for her students to asked related to the material given. T2 said “*Sampai sini ada yang mau ditanyakan?*” (Observation on Wednesday, 10th August 2022).

(2) Modelling of Text

In the Modeling of Text stage, T2 provided an example of a dialogue containing obligation material, then students were asked to tell the content of the dialogue that has been given. In addition, T2 also provided guidance to students so that an interaction occurs by providing several questions related to the content of the dialogue being discussed. T2 also asked students to analyzed the structure of the text T2 said “*Dari dialog tadi, bagian mana yang merupakan ungkapan serta respon dari obligation?*” (Observation on Wednesday, 10 August 2022)

(3) Joint Construction of Text

In the Joint Construction of Text stage, T2 did not form a group. Group activities were replaced by doing practice questions in the form of error questions contained in the LKS (module). Then the students and

the teacher discussed together the practice questions that have been done.

Evidenced by the results of the interview:

“Di Joint Construction of Text, karena siswa disini pasif kemudian terkadang ramai sendiri, maka saya biasanya di tahap ini, tidak membentuk grup, karena pengalaman saya dulu, kalau siswa dibentuk grup, ada beberapa siswa yang tidak mau bekerja hanya mengatas namakan kelompok.” (Interview with T2 on Monday, 15th August 2022).

(4) Independent Construction of Text

In the last stage, which was independent construction of text stage, T2 asked students to create a free dialogue based on the given material. T2 also provided an opportunity for students to open a dictionary if they still don't understand the vocabulary used. T2 said *“Silahkan buka kamus kalau ada kata yang belum paham”* (Observation on Wednesday, 10th August 2022)

c) Closing

Before the learning activity was closed, T2 together with students made a summary related to the points that had been studied before. T2 also reflects on the activities of the day, as well as asking students if there were things that was

not yet understood. T2 said that if the material is not finished, there was still one related material, namely Suggestion, which will be studied in the next meeting. Then T2 closed with a greeting.

Teaching Material: Suggestion

Second Meeting (Thursday, 11 August 2022)

a) Opening

In pre-activity, T2 performed class conditioning before learning begin. The activities carried out, as follows: T1 opened the class by saying *salaam* and greet students with "*good morning*". After opening the classroom, the teacher conducted attendance activities. Before entering the main activity, T2 invited students to discussed practice questions that have been given previously related to obligation material.

b) Main Activity

(1) Building of Knowledge

In the building of knowledge stage, T2 applied this stage well. T2 explained the material on the day. At the beginning, T2 gave some examples of suggestion for the students. She gave an opportunity for students to ask anything related to the material given.

From the description above, it can be concluded that T2 applied a building of knowledge, explained the material in full along with examples.

(2) Modelling of Text

At the Modeling of Text stage, T2 provided an example of a dialogue containing suggestion, then students were asked to tell the content of the dialogue that has been given. In addition, T2 also gave questions to students and related to previously studied material. In addition, T2 also helped students analyze the expressions used.

The modeling of text stage, the strategy used by T2 was that students were asked to tell the content and analyzed the characteristics of the expression in suggestion.

(3) Joint Construction of Text

In the Joint Construction of Text stage, T2 did not form a group. Group activities were replaced by doing practice questions in the form of error questions contained in the LKS (module). Then the students and T2 discussed together the practice questions that have been done.

It can be concluded that T2 skip this stage and change to give some exercise for the students. T2 provided an opportunity for students to discuss answers to the practice questions that have been done.

(4) Independent Construction of Text

In the last stage, namely independent construction of text stage, T2 asked students to create a dialogue based on the given material. The dialogue that has been created, then collected to T2 as a skill assessment.

Based on the description above, it can be concluded, T2 asked the students to make a dialogue related to the suggestion

c) Closing

Before the learning activity was closed, T2 together with students made a summary related to the points that had been studied before. T2 also reflects on the activities of the day, as well as asking students if there were things that were not yet understood. Then T2 closed by giving a greeting.

Teaching Material: Invitation

First Meeting

a) Opening

In the preliminary activity, T2 opened the class by saying salaam and asking the students how they were doing.

In addition, T2 also checked student attendance. The next activity was to deliver the material / topic that will be studied on that day. Before entering the learning material on the day, T2 with students remembers the material that has previously been studied.

b) Main Activity

(1) Building of Knowledge

T2 briefly explained the invitation material. Students were asked to mention again the expression that were often used in an invitation. At this stage, T2 ensure that students fully understand the material being discussed.

(2) Modelling of Text

T1 gave more examples of invitations, students were asked to mention the type of invitation being discussed.

c) Closing

Before the lesson was closed, the teacher and students make a summary of the points that have been learned. T2 gave students the opportunity to ask questions that are not yet understood. T2 also said that the material will still be studied at the next meeting. Next, T2 closed the class by saying salaam.

Teaching Material: Greeting Card

Second Meeting

a) Opening

In the preliminary activity, T2 opened the class by saying basmallah and asked the students by saying “how are you?” “In addition, T2 also checked student attendance. The next activity was to deliver the material / topic that will be studied on that day. Before entering the learning material on that day, T2 with the students remember the material that has previously been studied.

b) Main Activity

(1) Building of Knowledge

At the building of knowledge stage, T2 explained the greeting card material. T2 conveys definitions, patterns, expressions, and situations when using greeting cards. At this stage, T2 also related to the invitation material, where the invitation and greeting card show similarities and were interrelated. In addition, T2 gave students the opportunity to read expression in a greeting card and helps students interpret words that were not yet understood.

(2) Modelling of Text

In modelling of text, T2 directs students to read examples of greeting cards in LKS. T2 provided questions around the example being discussed.

(3) Joint Construction of Text

T2 formed a group, each group containing 2 students sitting next to each other. Students were asked to create a simple invitation. At this stage, students discuss with each other regarding the invitation that was being made. Sometimes students still ask questions about vocabulary that was not yet understood to the teacher. T2 ensures that students' conditions remain conducive when group work. The completed tasks were collected to the teacher.

c) Closing

Before the lesson was closed, T2 and the students made a summary related to the points that had been learned. T2 gives students the opportunity to ask questions that are not yet understood. T2 also said that the material will still be studied at the next meeting. Next, T2 closed the class by saying salaam.

Teaching Material: Greeting Card

Third Meeting

a) Opening

In the preliminary activity, T2 opened the class by saying basmallah and asked the students by saying “how are you? “In addition, T2 also checked student attendance. The next activity was to deliver the material / topic that will be studied on that day. Before entering the learning material on that day, T2 with the students remember the material that has previously been studied.

b) Main Activity

(1) Independent Construction of Text

T2 asked the students to do practice questions in LKS individually. After finishing, T2 and the students matched and discussed the practice questions that had been done. At this stage, T2 also formed a group of two students. Students were asked to make a greeting card according to the invitation that had been made by their friend.

c) Closing

Before the lesson was closed, T2 and the students made a summary related to the points that had been learned. T2 gives students the opportunity to ask questions that are not

yet understood. T2 also said that the material will still be studied at the next meeting. Next, T2 closed the class by saying salaam.

b. The teaching media used by the teachers in teaching English

In learning activities, teachers need learning media that is used to convey knowledge to students. Based on the results of interviews and observations conducted, it can be seen that the two teachers still use very simple teaching media, that was, teachers still use books and whiteboards to support learning activities. The teachers delivered material with the lecturer method collaborated using a whiteboard and learning support books. Learning support facilities are already available at SMP Ta'mirul such as LCD projectors, but due to limited numbers and not yet installed in every class, teachers choose not to use LCD projectors as a teaching support media. Because there are no standard rules governing the use of media in learning and limited facilities, teachers prefer to use rough media. *“Untuk media itu seadanya saja. Kadang-kadang gak pake LCD, cuma pake papan tulis. Soalnya LCD nya kan belum terpasang di kelas, jadi kalau mau pake itu kan harus cari dulu. Nanti 10 menit pertama habis”* (Interview with T2 on Monday, 15th August 2022).

c. The teaching material used by the teachers in teaching English

Based on the results of observations and interviews with both teachers, both teachers use books and modules as the main teaching material when teaching in class. The book or module used contained full English. In addition to using books or modules, teachers also use sources from the internet to develop material and look for examples related to the material being studied. As evidenced by the results on the following interview *“Kadang saya pakai yang dari modul. Kalau di buku paket saya malah jarang. Saya ambil yang ada di internet.”* (Interview T1). Similar what T1 said, T2 also said the same way *“Kalau saya pakai LKS, tapi misal di LKS tidak ada, saya kasih contoh sendiri ke siswanya.”*

In addition, before teaching, teachers always make a lesson plan that is adjusted to the syllabus made by the government. The syllabus or lesson plan is combined with books, modules or other learning resources used by the teacher. Teachers also make modifications related to learning materials that are adjusted to the level of students.

d. The evaluation used by the teachers in teaching English

At the end of each lesson, an evaluation must be carried out, because an evaluation is used to evaluate the effectiveness of learning activities that have been carried out by teachers and students. Based on the observation, Teachers carried out evolution activities related to daily assessments by providing practice questions, as well as doing performance exercises and making projects. In addition to conducting

daily assessments in the form of attitude assessments, the teacher always observed the habits of students during the learning process. In the knowledge assessment, the teacher gave questions in the LKS in the form of multiple choices or short answers. In the skill assessment, the teacher asked the students to create a dialogue or project individually or in groups tailored to the conditions and material being discussed. The midterm test and final test are carried out by the teacher at the end of each learning period. The midterm test and final test questions are not made by the teacher but IKSS (Ikatan Sekolah Sekolah Swasta) “*Kalau midterm test sama final test itu yang buat IKSS jadi bukan sekolah yang buat*” (Interview with T2 on Monday, 15 August 2022)

The purpose of holding a learning evaluation for students is to find out the student's skills, understanding of the material, skills, or knowledge that has been taught by the teacher in class.

B. Discussions

Data from observations, interviews, and documentation that have been presented in the finding research. Then the data that has been obtained is analyzed and presented systematically based on the problem statements that have been made in the formulation of the problems, namely related to procedures, teaching media, teaching materials, and the evaluation used by the teachers in teaching English.

1. The Implementation of Genre Based Approach in Teaching English

a. The Procedure for Implementing Genre Based Approach Used by Teachers in Teaching English

Based on the results of observations and interviews, both teachers applied all stages in the genre-based approach well. Researcher used theory from Hammond (1992). Hammond (1992) explained that there are four stages in the genre-based approach, namely: building of knowledge, modelling of text, joint construction of text, and independent construction of text.

Based on the results of observations and documents, the two teachers before learning make a lesson plan according to the material to be taught. In the lesson plan made by the two teachers, it is divided into three activities, namely: opening, main activity, and closing. In the opening activity, the two teachers always give greetings, ask the students condition, do attendance, and briefly recalled the material that has been taught in the previous meeting.

In the main activity, both teachers use a genre-based approach as the approach used in learning activities. In the building of knowledge stage, the two teachers focus on building students' basic knowledge related to the material being taught. In modelling of text, both teachers provide examples related to the material being discussed to make students more familiar. At the stage of building of knowledge and modelling of text, sometimes teachers combine them. In the joint construction of text, teachers train students to create a project in

groups. At this stage, the teacher trains students to really understand the material being discussed. In the last stage, namely independent construction of text, the teacher asks students to be able to do the practice questions individually.

In the four stages in the genre-based approach, both teachers always ensure that students understand the material being discussed. Especially for the step joint construction of text, the two teachers sometimes do not always form a group, because not all materials or classes require group activities. So, at this stage, it is conditional, where teachers sometimes form groups but sometimes also not form groups. In the independent construction of text stage, teachers do not always ask students to make an assignment individually, but sometimes teachers only ask students to do questions in LKS, because the main focus of teachers and students is so that students can do the questions.

In the final learning activity, namely closing. Before the learning activity is closed, the two teachers always ensure that students understand the material being discussed by providing opportunities for students to ask questions and make summaries together. The closing activity is carried out by giving greetings.

b. The teaching media used by the teachers in teaching English

Based on the results of interviews and observations, teachers used media in learning activities. There are several media that are quite commonly used in learning activities, namely: text, voice, visual, motion media, people, etc. (Smaldino, 1996).

From the data collected from observations and interviews, it can be seen that teachers use human media as the main media used, in addition, teachers also use media in the form of text in the form of books or modules. The module used is a module provided by the school, in addition to the package book provided by the Ministry of Education and Culture is also used as a complementary media. All media are collaborated with materials and learning techniques carried out by teachers so that learning activities run smoothly.

c. The teaching material used by the teachers in teaching English

Teachers always use materials from modules provided by the school as well as package books provided by the Ministry of Education and Cultures. In addition, teachers also search the internet for resources to develop the materials and look for examples related to the material to be discussed. The teacher chooses the material according to the syllabus and lesson plan that has been made before. According to Richards (2001), The teaching material used by teachers when teaching is a type of created material. Richards (2001), Explaining what is meant is created material specifically created to achieve the pedagogical goals of students. The ones that include

created material are textbooks, worksheets, CD rooms, dictionaries, etc.

Based on the results of observation and interviews, the material presented by the teacher is good, because the teacher has tried to choose material that suits the students with the material sources that have been provided. In addition, teachers are also always innovating and enriching the material by looking from other reliable sources.

d. The evaluation used by the teachers in teaching English

Evaluation is a process to find out whether learning activities are in accordance with the learning objectives that have been made. Based on the results of observations and interviews with the two teachers, the two teachers conducted daily assessments, mid-term tests, and final tests. There were three types of assessments taken in each material that has been taught, namely: knowledge assessment, skill assessment, and attitude assessment. Knowledge assessment was carried out to determine the level of mastery of the student's material in the dimension of knowledge. In the skill assessment, it was carried out to find out and assess the students' ability to apply knowledge. Meanwhile, in the attitude assessment, the teacher assesses the attitude of the students during class with observation techniques.

Based on the results of observations and interviews conducted with the two teachers, the two teachers conducted three types of assessments that were adapted to the applicable curriculum, namely: attitude assessment, knowledge assessment, and skill assessment. In attitude assessment, the teacher assesses students by non-scoring based on observations carried out during teaching. In knowledge assessment, teachers usually gave multiple choice questions or short answers. The two teachers took the skill assessment in the form of making short dialogues related to obligations and suggestions. In addition, the two teachers also carried out assessment activities in the form of midterm tests and final tests.

Based on this description above, the two teachers conducted a formative assessment and summative evaluation. According to (Kumar & Rout, 2016), formative evaluation was carried out periodically at the end of each learning material. The purpose of this evaluation was to find out feedback based on progress from students, find out learning gaps and weak points of learning activities. The teacher evaluated at the end of the material / chapter. Summative evaluation carried out for each end of the learning period were adjusted to government rules or the academic calendar. Teachers conduct evaluations in each midterm and end of the semester that were adjusted to school rules or government rules.

In formative and summative evaluation, teachers always gave assignments in the form of tests. According to (Kumar & Rout, 2016), Test is a set of questions that must be answered to find out the student's understanding of the material that has been given. A test was designed to measure quality, ability, skill or knowledge. In addition, tests were very commonly used to determine student learning achievement. The test scores obtained by students are used to measure student success after learning according to a certain period.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research finding and discussion, related to the implementation of the genre-based approach at SMP Ta'mirul Islam Surakarta, the researcher made a reduction in the form of conclusions. The conclusion is described into several points, namely: procedure of genre-based approach, teaching media, teaching learning, and evaluations. From these points it can be concluded as follows:

1. In the procedure for implementing a genre-based approach, researchers use the theory described by (Hammond, 1992). Hammond (1992) explained that genre-based approach consists of four stages, such as: building of knowledge, modelling of text, joint construction of text, and independent construction of text. The learning activities carried out by the teacher are divided into three, namely: opening, main activity, and closing. In the opening section, the teacher always opens the class by giving greetings, asking the students condition, and doing attendance. In the main activity, teachers use a genre-based approach as the approach used. In the stages in the genre-based approach, the teacher applies well all the existing stages. Sometimes teachers do not form groups due to time constraints or sometimes they are not conducive. When learning, the teacher always helps students to understand the material given by encouraging students to explain the material briefly, provide opportunities to ask questions, did not

form a group, help interpret words or sentences that students do not understand, and provide opportunities for students to open a dictionary.

2. In the closing section, before class closes, the teacher always makes sure the students understand the material being discussed. Then close the class by giving a greeting.
3. Teachers also use media during learning. The media used by the teacher is in the form of textbooks, modules, and the teacher himself as a facilitator. Teachers as human media try to convey material in an interesting and creative way possible.
4. The teaching material is everything that is used in the learning process to facilitate the acquisition of new knowledge. There are two types of teaching materials, namely created material and authentic material. Created materials are made to support educational purposes. Meanwhile, authentic material is made not for educational purposes. Teachers always use modules provided by schools as well as package books provided by the Ministry of Education and Cultures. In addition, teachers also use the internet as a teaching material to support learning activities. The teacher chooses material that is adjusted to the syllabus and lesson plan which is then adjusted to the module or book used. The material used by the teacher includes created material, which is in the form of a textbook.
5. There are two types of evaluations carried out by teachers, namely formative assessment and summative assessment. In formative assessment, teachers always conduct daily assessments during learning or

at the end of each chapter. There are three types of formative assessments carried out by teachers, namely: attitude assessment, knowledge assessment, and skill assessment. Meanwhile, summative assessment is carried out at the end of each learning period in the form of a midterm test and final test. The form of assessment carried out is usually in the form of a test. The test results obtained are used as an indicator of student achievement during the learning period.

B. Suggestions

Based on the conclusions that have been made, the researcher gave several suggestions, as follows:

1. For the Teacher

It is recommended to teachers to always evaluate the learning approach used when teaching in the classroom. Teachers can create creative and interesting learning activities by using learning media and technology that supports the learning process. In addition, teachers must always pay attention to several things during the learning process, such as classroom conditions and student skills, in order to determine the appropriate learning strategy.

2. For Other Researcher

The purpose of this study is to determine the implementation of the genre-based approach. Even so, researcher is very hopeful that other researchers can investigate more related to the use of genre-based approach, especially in English teaching. Subsequent researchers are also

strongly recommended to do pre-research before they want to research about this topic.

3. For the Institutions

The results obtained can be used as an evaluation, the researcher gives advice that the institution concerned should lead the teacher to achieve the maximum learning process by improving the competence of the teacher. In addition, it is highly recommended to attend workshop, seminars, training or teacher discussions related to curriculum development or the issues being discussed.

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APPENDICES

1. FIELD NOTE OBSERVATION

First Observation: Monday, 8th August 2022

Name of Teacher: Tina Handayani, S. Pd

At the first meeting, the teacher opened the classroom by giving greetings and asking the students how they were doing. In addition, the teacher gives students the opportunity to tidy up their seats and do absenteeism. After conditioning the class, the teacher and students review the material that has been taught.

The material taught on that day is related to obligation. In the core activities, teachers use a genre-based approach as the approach used in learning. At the building of knowledge stage, the teacher explains the material in detail and gives examples, students are asked to underline the expression and response. In modelling of text, the teacher gives examples of dialogue to students, students are asked to analyze it. In the joint construction of text, the teacher asked the students to do the practice questions, some students were asked to come forward. In the last stage, students are asked to make a short dialogue in Bahasa Indonesia first.

Due to time constraints, unfinished work is made into homework. Before closing the class, the teacher and the students summed up the material for the

day, as well as gave the opportunity for students to ask questions if it was not clear. The teacher then closes the class by saying hamdalah with the students.

Second Observation: Tuesday, 9th August 2022

Name of Teacher: Tina Handayani, S. Pd

At the first meeting, the teacher opened the classroom by giving greetings and asking the students how they were doing. In addition, the teacher gives students the opportunity to tidy up their seats and do absenteeism. After conditioning the class, the teacher and students review the material that has been taught.

At the building of knowledge stage, the teacher explains the suggestion material and relates it to the obligation material that has previously been taught. The teacher gives an example, students are asked to interpret expressions or responses that are not yet understood. In modelling of text, the teacher gives an example of a dialogue related to suggestions, students are asked to analyze the content. In joint construction, students are given the task of doing practice questions individually, then some students are asked to come forward. In independent construction of text, the teacher asks students to create a dialogue containing suggestions.

Before closing the class, the teacher and the students summed up the material for the day, as well as gave the opportunity for students to ask questions if it was not clear. The teacher then closes the class by saying hamdalah with the students.

Third Observation: Wednesday, 10th August 2022

Name of Teacher: Ita Fatmawati, M. Pd

Before class starts, the teacher opens the classroom by giving greetings and asking the students condition. In addition, the teacher with the students recalls the material already learned at the previous meeting. In the building of knowledge, the teacher explains the material being studied, and provides examples. Because the students look passive, the teacher appoints some students to explain Back the material being studied. In modelling of text, the teacher gives an example of a dialogue containing suggestions. In the joint construction of text, the teacher does not form a group, then the teacher replaces it by giving practice questions in the LKS, then fixing it with the students.

Third Observation: Thursday, 10th August 2022

Name of Teacher: Ita Fatmawati, M. Pd

Before class starts, the teacher gave greetings to the students, aksed the students condition, and conducted absentee activities. After that, in the main activity, the teacher explained the suggestion material, then relates it to the obligation material. In modelling of text, the teacher gives examples to students, while students are asked to tell the content contained in the dialog. In the joint construction of text, the teacher asks the students to work on the LKS individually, after which the students with the teacher discuss together and take

the grades. In independents, students are asked to create a very simple dialogue regarding the suggestion material.

In the closing activity, before the teacher closes the class, the teacher together with the students make a summary related to suggestions and obligations. As well as providing opportunities for students to ask questions. Then the teacher closed with a greeting.

2. TRANSCRIPT INTERVIEW

Interview with the first teacher

Day/ Date	Wednesday, 10 th August 2022
Activity	Interviewing the English teacher
Location	SMP Ta'mirul Islam Surakarta
Informant	Tina Handayani, S.Pd

R as Researcher

I as Informant

R “Selamat pagi, Miss. Mohon maaf mengganggu waktunya. Hari ini saya mau wawancara Miss terkait penerapan Genre Based Approach di kelas yang Miss Tina ajar”

I : “Ohh ya, mbak. Silahkan.”

R “Sebelumnya saya mau tanya Miss, di sekolah ini Kurikulum yang digunakan apa ya Miss?”

I “Untuk Kurikulum yang digunakan di SMP Ta'mirul masih menggunakan kurikulum 2013, mbak

R “Kenapa Miss Tina menggunakan pendekatan Genre Based, Miss? Padahal pendekatan yang wajib digunakan di Kurikulum 2013 (K13) itu adalah scientific?”

I “Jadi begini, mbak. Kalau di pendekatan scientific itu kan ada step menanya atau questioning sedangkan siswa disini sangat pasif. Jadi kalau guru menunggu siswa untuk bertanya itu tidak mungkin ya mbak. Kalau benar-benar menunggu siswa untuk bertanya pada tahap menanya pada pendekatan scientific nanti waktunya akan habis. Selain itu, urutan di GBA lebih mudah ya ketika diberikan atau disampaikan ke anak. Anak lebih mudah menerima dan memahami materi. Saya lebih paham kondisi siswa. Jika menggunakan pendekatan scientific tidak cocok, jadi menurut saya tidak perlu diterapkan.”

R : “Kendala selama menerapkan pendekatan ini apa saja, Miss?”

I “Kendalanya di waktu, mbak. Kalau pakai GBA kan saya butuh waktu yang banyak, prosesnya kan mungkin panjang ya. Sementara kita waktunya di kejar terus, Habis ini tes, habis ini ada ujian. Kendalanya itu saja sih, di waktu.”

R “Apakah Miss Tina menghadapi kesulitan dalam menerapkan setiap tahap di GBA ini?”

- I “Untuk kesulitan di setiap tahap/ step tentu ada ya mbak. Misalnya kalau ditahap Building of Knowledge itu lebih ke aktifan atau respon siswa. Respon siswa disini terhadap pembelajaran sangat pasif. Kemudian pada tahap Modeling of Text, banyak siswa yang vocabularynya sangat terbatas. Di Joint Construction of Text itu saya tidak membentuk grup. Karena kalau siswa dibentuk grup itu akan membutuhkan waktu yang lebih panjang. Tapi kadang juga dibentuk grup. Disesuaikan dengan materinya saja. Sedangkan di tahap terakhir, yaitu Independent Construction of Text kendalanya lebih kepada vocabulary siswa.”
- R “Lalu solusi untuk mengatasi masalah-masalah tersebut bagaimana, Miss?”
- I “Building of Knowledge, saya terkadang harus menunjuk siswa untuk menjelaskan materi lagi secara singkat, agar interaksi antara guru dan siswa itu terjadi. Modeling of Text, karena siswa disini vocabulary nya sangat terbatas maka saya harus membantu siswa untuk mentranslatekan kata atau kalimat yang sekiranya mereka belum tahu. Joint Construction of Text, sebagai gantinya, saya memberikan latihan soal di papan tulis. Kemudian siswa mengerjakan secara individu, kemudian beberapa siswa saya minta untuk mengerjakan di papan tulis sedangkan siswa yang lainnya mengoreksi jawaban temannya yang sudah mengerjakan di papan tulis, Independent Construction of Text, Jadi, strategi saya dengan meminta siswa membuat dialog atau kalimat terkait materi yang sedang dipelajari. Saya meminta siswa untuk membuatnya dalam bentuk Bahasa Indonesia terlebih dahulu, setelah saya memastikan bahwa yang mereka buat benar, baru mereka diminta untuk mentranslate kedalam bahasa Inggris. Saya tetap membantu mereka jika ada kesulitan terkait vocabulary”
- R “Saya mau tanya terkait materi invitation dan greeting card itu, strateginya bagaimana Miss?”
- I “Hampir sama ya, mbak. Cuma kalau dimateri ini saya bentuk kelompok. Soalnya saya memberikan tugas proyek. Jadi saya kasih pilihan, mau buat greeting card atau invitation card. Karena mayoritas memilih membuat invitation card, jadi ya sudah proyeknya buat greeting card.”
- R : “Kegiatan evaluasinya seperti apa, Miss?”
- I “Lebih ke itu sih, harusnya ada bimbingan khusus ke anak-anak yang masih belum jelas atau kurang jelas di materi tertentu tapi di luar jam pelajaran. Idealnya seperti itu. Keterampilan saya ambil dari tugas project itu tadi. Kalau nilai pengetahuan saya ambil dari nilai tugas,

nilai ulangan, nilai PTS. Siswa yang belum memenuhi KKM, saya memberikan remedi kalau waktunya masih sempat.”

R : “Media pembelajarannya seperti apa, Miss?”

I “Itu ya, masih sangat sederhana. Saya menjelaskan gitu. Tapi ya itu, saya berusaha untuk berinovasi dengan keterbatasan yang ada dan kreatif mungkin.”

R : “Teaching materialnya seperti apa, Miss?”

I “Saya banyak sih. Kadang saya pakai yang dari modul. Kalau di buku paket saya malah jarang. Saya ambil yang ada di internet, kadang saya ambil Ketika saya ikut pelatihan.”

R : “Kalau focus materi yang diajarkan apa, Miss?.”

I “Skill writing sama reading ya. Sebenarnya saya ingin yang ke vocabnya speaking gitu, tapi susah. Yang aktif itu gurunya, anaknya diam. Soalnya kelasnya dominan pasif.”

Interview with the second teacher

Day/ Date	Monday, 15 th August 2022
Activity	Interviewing the English teacher
Location	SMP Ta'mirul Islam Surakarta
Informant	Ita Fatmawati, M. Pd

R as Researcher

I as Informant

- R : “Selamat pagi, Miss. Mohon maaf mengganggu waktunya. Hari ini saya mau terkait GBA, miss”
- I : “Ohh ya, mbak. Ada yang mau ditanyakan?”
- R : “Mau tanya, sebelumnya Miss. Di sekolah ini menggunakan Kurikulum apa ya, Miss?”
- I : “Kurikulum di sekolah ini masih Kurikulum 2013, mbak. Tapi karena pasca Pandemi, jadi Kurikulumnya menjadi Kurikulum 2013 darurat. Dan di sekolah kita belum menggunakan Kurikulum Merdeka karena Kurikulum tersebut bersifat tidak wajib”
- R : “Ohh ya, Miss. Untuk pendekatan wajib yang digunakan di dalam Kurikulum 2013 (K13) itu kan Pendekatan Scientific. Tapi kenapa Miss Ita menggunakan GBA, Miss?”
- I : “Pendekatan Scientific itu menurut saya sangat bagus yaa mbak. Namun menurut saya belum pas atau kurang cocok diterapkan di sekolah ini, karena mayoritas muridnya itu sangat pasif. Sedangkan di scientific itu sangat mengharuskan siswa untuk aktif bertanya. Selain itu step 5M yang ada di scientific, yaitu: mengobservasi, menanya, ekperiment, assosiasi, dan komunikasi ini sangat mirip seperti yang ada di GBA, yaitu: building of knowledge, modelling of text, joint contruction of text, dan idependent contruction of text. Misalnya gini, kalau di dalam observasi itu mirip dengan building of knowledge, dimana sama-sama memperhatikan penjelasan yang diberikan oleh guru dan seterusnya.”
- R : “Kendala selama menerapkan pendekatan ini apa saja, Miss?”
- I : “Kalau kendala selama menggunakan pendekatan ini lebih kepada minat siswa terhadap pembelajaran yang sangat kurang. Banyak siswa yang masih sangat malah ketika diminta untuk mengerjakan latihan soal yang diberikan”
- R : “Apakah Miss Ita menghadapi kesulitan dalam menerapkan setiap tahap di GBA ini?”

- I : “Tentu, mbak. Menggunakan pendekatan apapun pasti ada kesulitan yang dihadapi, kalau dikaitkan dengan step yang dilalui juga pasti ada. Di GBA ini kan ada empat tahap ya mbak, dan setiap tahap itu kesulitannya beda-beda. Di Building of Knowledge kesulitannya siswa sangat pasif di kelas dan terkadang mereka itu ramai atau asik membicarakan sesuatu di luar konteks pembelajaran. Di Modeling of Text, kesulitannya karena masih banyak siswa yang kesulitan dalam mengartikan sebuah kalimat dalam Bahasa Inggris karena vocabulary mereka masih sangat terbatas. Di Joint Construction of Text, di kelas saya tidak membentuk grup sama seperti di kelasnya Miss Tina, karena menurut saya tidak kondusif untuk dibentuk grup. Selain itu, kalau mengandalkan grup, nanti akan ada anak yang hanya mengandalkan temanya. Jadi, saya menghindari untuk membentuk grup. Di tahap terakhir, yaitu Independent Construction of Text, kesulitannya karena banyak siswa yang masih salah menggunakan ekspresi serta respon yang sesuai.”
- R : “Saya mau tanya terkait materi Invitation sama Greeting Card, Miss. Strateginya apakah sama seperti materi obligation dan suggestion?”
- I : “Untuk building of knowledge sama modelling itu tak mix atau kalau nggak ya modelling dulu baru setelah itu menganalisa yang masuknya di building of knowledge itu. Jadi kadang building of knowledge gak pake contohnya dulu, karena anak pikirannya masih kemana-mana gitu kan. Kalau joint itu membuat invitation card, jadi kemarin satu kelompok ada dua anak untuk membuat invitation card. Independent kalau kelas D aku skip, karena waktunya dan kurang kondusif. Yang penting waktu di joint construction itu udah bisa buat. Kelas E itu tak suruh bikin di buku sendiri-sendiri, kemudian ada situsnya kan dibuat sesuai ilustrasi. Untuk materi greeting itu saya suruh bikin project, jadi waktu joint construction di materi invitation, itu saya acak. Kemudian siswa membuat greeting card sesuai invitation yang mereka dapat dan itu kelompok lagi.”
- R : “Kegiatan evaluasinya seperti apa?”
- I : “Kalau penilaian yang ketrampilan yang joint sama yang buat sendiri itu. Untuk yang pengetahuan, mengerjakan LKS. Kalau midterm test sama final test itu yang buat IKSS jadi bukan sekolah yang buat. Kalau penilaian sikap itu dari keseharian, untuk nantinya menambah nilai raport. Untuk ulangan itu juga ada, cuma nanti waktunya yang beda. Soalnya saya buat sendiri dan bentuknya itu paling multiple choice atau isian singkat.”
- R : “Kesulitan ketika menggunakan GBA?”

- I : “Untuk kesulitan dari saya sih enggak ya. Cuma kadang kesulitan muncul dari siswa. Kadang kalau siswanya enggak terkondisi itu yang susah. Tapi problem utamanya biasanya siswa itu pasif ya, dan kadang vocab mereka juga sangat terbatas begitu.”
- R : “Kelebihan GBA ini apa?”
- I : “Runtut ya. Kadang misalnya gini, di tahap building itu saya gabung sama modelling karena kalau gak dikasih contoh, siswa itu gak kepancing gitu kan. Di Joint construction itu lebih entng kalau misalkan dalam satu kelompok ada siswa yang gak paham kemudian siswa yang lain itu paham, nah itu bisa dibantu. Tapi y aitu, tidak setiap anak bisa dibentuk grup karena perlu kerjasama yang baik dan waktu yang lumayan. Itu situasional aja.”
- R : “Media pembelajaran apa yang digunakan?”
- I : “Untuk media itu seadanya saja. Kadang-kadang gak pake LCD, cuma pake papan tulis. Soalnya LCD nya kan belum terpasang di kelas, jadi kalau mau pake itu kan harus carid ulu. Nanti 10 menit pertama habis. Jadi saya lebih banyak pakai contoh-contoh di LKS atau paket.”
- R : “Sumber belajar yang digunakan dalam pembelajaran?”
- I : “Kalau saya pakai LKS, tapi missal di LKS tidak ada, saya kasih contoh sendiri ke siswanya. Kadang buku K13 yang digunakan itu tidak cocok dengan metode yang dipakai.”
- R : “Kalau di SMP itu focus skill apa yang diajarkan?”
- I : “Lebih pemahaman sih mbak. Misalnya gini, kalau listening kan gak mungkin ya. Karena focus kita kan dingerjain soal ya. Jadi difokuskan ke situ. Untuk writing paling itu ya Ketika membuat dialog. Kalau di speaking itu gak bisa spontan. Paling-paling nantinya di writing itu dibaca ulang gitu. Jadi yang bener-bener ditekankan itu writing sama reading.”
- R : “Apakah treatment di setiap kelas itu sama?”
- I : “Iya kadang beda. Terutama yang joint contruction. Misalnya kalau ada kelas yang sekiranya tidak bisa dibentuk kelompok, nanti saya tidak bentuk kelompok. Atau misal materi yang tidak perlu dibentuk kelompok, saya juga tidak perlu membentuk kelompok. Jadi kita menyampaikan sesuai kemampuan dan kondisi anak.”

3. Lesson Plan

Lesson Plan the first teacher

RPP

(Rencana Pelaksanaan Pembelajaran)

Sekolah : SMP Ta'mirul Islam Surakarta
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ I
 Materi Pokok : Must (Obligation) & Can (Suggestion)
 Alokasi Waktu : 2 x 40 Menit

Tujuan Pembelajaran:

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan dengan benar.
2. Melakukan percakapan transaksional sederhana dengan menggunakan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan dengan benar.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar

- Media : -
- Alat/ Bahan : Papan Tulis, Spidol, Penghapus
- Sumber Belajar : 1. Buku Siswa Kelas VIII. When English Rings the Bell,
 chapter 3. Kementrian Pendidikan dan Kebudayaan. 2013
 2. Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/ MTs Kelas VIII Semester I Edisi Revisi Terbaru

Langkah-Langkah Pembelajaran:

Kegiatan Pendahuluan
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/ kegiatan sebelumnya serta

mengajukan pertanyaan untuk mengingat dan menghubungkan materi /tema/ kegiatan selanjutnya
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan memberi, dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh

Kegiatan Inti	
Building of Knowledge	<p>Guru menjelaskan terkait materi, berupa struktur teks dan unsur kebahasaan kata kerja dalam Obligation dan Sugestion.</p> <p>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik, misalnya:</p> <ul style="list-style-type: none"> • Who are involved in the first and second conversation? • Where does the first and second dialogue happen? • When does the first and second dialogue happen? • What do the first and second dialogue talk about? • Which sentences include the expression of obligation and suggestion?
Modelling of Text	<p>Peserta didik mengidentifikasi perbedaan penggunaan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan, dan mencari ungkapan obligation & suggestion yang ada di dalam percakapan kemudian mengartikan ungkapan-ungkapan tersebut kedalam Bahasa Indonesia</p>
Joint Construction of Text	<p>Peserta didik dibentuk menjadi beberapa kelompok. Setiap kelompok diberi tugas untuk melengkapi kalimat dengan menggunakan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan, kemudian salah satu kelompok membaca percakapan yang sudah dibuat</p>

	Guru dan peserta didik membahas percakapan yang telah dibaca oleh perwakilan kelompok
Independent Construction of Text	Guru memberi tugas membuat percakapan terkait keharusan, larangan, himbauan serta respon, tugas dikumpulkan di pertemuan berikutnya, Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup	
Peserta didik beserta guru membuat rangkuman/ kesimpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	
Melakukan doa dan salam penutup	

Penilaian Hasil Belajar

Penilaian Pengetahuan

Berupa tes tertulis

: Uraian

Pedoman Penilaian

: Tiap nomor benar diberi skor 2

Total Nilai: Jumlah skor maksimal x 5 = 100

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat percakapan

Mengetahui,

Kepala SMP Ta'mirul Islam Surakarta

Drs. Bandung Gunadi

Surakarta, 09 Juli 2022

Guru Mata Pelajaran

Tina Handayani,

RPP
(Rencana Pelaksanaan Pembelajaran)

Sekolah : SMP Ta'mirul Islam Surakarta
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ I
Materi Pokok : Invitation & Greeting Card
Alokasi Waktu : 2 x 40 Menit

Tujuan Pembelajaran:

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan teks invitation card, dengan ungkapan menerima dan menolak undangan, beserta responya yang sesuai.
2. Membuat teks invitation dan greeting card sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar

- Media : -
- Alat/ Bahan : Papan Tulis, Spidol, Penghapus
- Sumber Belajar : 1. Buku Siswa Kelas VIII. When English Rings the Bell, chapter 3. Kementerian Pendidikan dan Kebudayaan. 2013
2. Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/ MTs Kelas VIIISemester I Edisi Revisi Terbaru

Kegiatan Pendahuluan
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan materi /tema/ kegiatan selanjutnya

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi invitation dan greeting card.

Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh

Kegiatan Inti	
Building of Knowledge	<p>Guru menjelaskan terkait materi, berupa struktur teks dan unsur kebahasaan kata kerja dalam invitation dan greeting card.</p> <p>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik, misalnya:</p> <ul style="list-style-type: none"> • Who are involved in conversation? • Which sentence include the expression of inviting someone? • Which sentence include the expression of accepting invitation? • Which sentence include the expression of refusing invitation?
Modelling of Text	<p>Peserta didik mengidentifikasi perbedaan penggunaan ungkapan dalam invitation dan greeting card kemudian mengartikan ungkapan-ungkapan tersebut kedalam Bahasa Indonesia</p>
Joint Construction of Text	<p>Peserta didik dibentuk menjadi beberapa kelompok. Setiap kelompok diberi tugas untuk membuat invitation serta greeting card</p> <p>Guru meminta salah satu perwakilan kelompok mmebacakan hasil dari tugas yang telah dibuat di depan kelas.</p> <p>Guru dan peserta didik membahas singkat hasil kerja kelompok yang maju kedepan.</p>
Independent Construction of Text	<p>Guru memberikan tugas mengerjakan latihan soal. Dikumpulkan guna penilaian pengetahuan.</p>

Kegiatan Penutup

Peserta didik beserta guru membuat rangkuman/ kesimpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
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Melakukan doa dan salam penutup

Penilaian Hasil Belajar**Penilaian Pengetahuan**

Berupa tes tertulis : Uraian

Pedoman Penilaian : Tiap nomor benar diberi skor 2

Total Nilai: Jumlah skor maksimal x 5 = 100

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat percakapan

Mengetahui,
Kepala SMP Ta'mirul Islam Surakarta

Drs. Bandung Gunadi

Surakarta, 09 Juli 2022

Guru Mata Pelajaran

Tina Handayani, S. Pd

Lesson plan the second teacher

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan SMP Ta'mirul Islam Surakarta	Mata Pelajaran Bahasa Inggris	Materi Pokok Obligation & Suggestion	Alokasi Waktu 2 x 40 menit
<p>Kompetensi Dasar</p> <p>3. 1 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan Tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai konteks penggunaanya.</p> <p>4.1 Menyusun teks interkasi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta infromasi terkait keharusan,</p>	<p>Tujuan Pembelajaran</p> <p>Dengan menggunakan metode Genre Based Approach, peserta didik dapat :</p> <ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan dengan benar. • Melakukan percakapan transaksional sederhana dengan menggunakan ungkapan memberi dan meminta 	<p>Media:</p> <p>Luring</p>	
		<p>Alat/ Bahan</p> <p>Lembar modul, Papan tulis, spidol, penghapus</p>	
		<p>Sumber belajar</p> <p>Internet</p> <ul style="list-style-type: none"> • Buku Siswa Kelas VIII. When English Rings the Bell. Kementrian Pendidikan dan Kebudayaan. 2013. • Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/ MTs Kelas VIIISemester I Edisi Revisi Terbaru 	

larangan, dan himbauan, sesuai konteks penggunaannya.	informasi terkait keharusan, larangan, himbauan dengan benar	
Langkah-Langkah Pembelajaran		
Kegiatan Pembelajaran		
<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik. 2. Menjelaskan hal-hal yang akan dipelajari seperti tema/topik yang akan diajarkan, tujuan pembelajaran, kompetensi yang akan dicapai. 3. Guru memberikan motivasi kepada siswa agar tetap semangat dan menjaga kesehatan. 		
Kegiatan Inti		
Building of Knowledge	of	<p>Peserta didik memperhatikan materi, berupa struktur teks dan unsur kebahasaan kata kerja dalam <i>Obligation</i> dan <i>Suggestion</i>.</p> <p>Peserta didik diberi kesempatan bertanya kepada guru tentang materi yang belum dipahami.</p>
Modelling of Text		<p>Guru memberikan contoh dialog yang mengandung <i>Obligation</i> dan <i>Suggestion</i></p> <p>Peserta didik memperhatikan beberapa contoh kalimat yang mengandung <i>Obligation dan Suggestion</i> melalui materi yang diberikan guru.</p> <p>Guru mengajukan pertanyaan-pertanyaan tentang materi yang dipelajari untuk memastikan pemahaman siswa dalam membuat contoh kalimat <i>Obligation dan Suggestion</i></p>
Joint Construction of Text		<p>Peserta didik membuat kelompok kecil (2 orang) untuk membuat dialog yang mengandung <i>Obligation dan Suggestion dan membahasnya bersama</i>.</p>

Independent Construction of Text	Secara mandiri, peserta didik membuat dialog terkait Obligation dan Suggestion sebagai tugas individu dan dikumpulkan ke guru.
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru member refleksi pembelajaran yang telah dilaksanakan. 4. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam. 	
<p>Penilaian Hasil Pembelajaran</p> <p>Penilaian Pengetahuan. Berupa tes tertulis pilihan ganda secara langsung.</p> <p>Penilaian Keterampilan. Berupa penilaian unjuk kerja, penilaian proyek, penilaian produk, dan penilaian portofolio.</p>	

Mengetahui,
Kepala SMP Ta'mirul Islam Surakarta

Drs. Bandung Gunadi

Surakarta, 05 Juli 2022

Guru Mata Pelajaran

Ita Fatmawati, M. Pd

Rencana Pelaksanaan Pembelajaran (RPP)

<p>Satuan Pendidikan SMP Ta'mirul Islam Surakarta</p>	<p>Mata Pelajaran Bahasa Inggris</p>	<p>Materi Pokok Invitation & Greeting Card</p>	<p>Alokasi Waktu 2 x 40 menit</p>
<p>Kompetensi Dasar</p> <p>3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi (<i>invitation</i>) dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna undangan pribadi (<i>invitation</i>) dan ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks tulis undangan pribadi (<i>invitation</i>) dan ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>Tujuan Pembelajaran</p> <p>Dengan menggunakan metode Genre Based Approach, peserta didik dapat :</p> <ul style="list-style-type: none"> • Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan kartu ucapan, sesuai dengan konteks penggunaannya • Menyusun teks tulis undangan pribadi dan kartu ucapan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai 	<p>Media: Luring</p> <p>Alat/ Bahan Lembar modul, Papan tulis, spidol, penghapus</p> <p>Sumber belajar Internet</p> <ul style="list-style-type: none"> • Buku Siswa Kelas VIII. When English Rings the Bell. Kementrian Pendidikan dan Kebudayaan. 2013. • Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/ MTs Kelas VIIISemester I Edisi Revisi Terbaru 	

yang benar dan sesuai konteks		
Langkah-Langkah Pembelajaran		
Kegiatan Pembelajaran		
<ol style="list-style-type: none"> 4. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik. 5. Menjelaskan hal-hal yang akan dipelajari seperti tema/topik yang akan diajarkan, tujuan pembelajaran, kompetensi yang akan dicapai. 6. Guru memberikan motivasi kepada siswa agar tetap semangat dan menjaga kesehatan. 		
Kegiatan Inti		
Building of Knowledge	<p>Peserta didik memperhatikan materi, terkait materi invitation dan greeting card.</p> <p>Peserta didik diberi kesempatan bertanya kepada guru tentang materi yang belum dipahami.</p>	
Modelling of Text	<p>Guru memberikan contoh terkait invitation dan greeting card.</p> <p>Peserta didik memperhatikan beberapa invitation dan greeting card contoh kalimat yang mengandung melalui materi yang diberikan guru.</p> <p>Guru mengajukan pertanyaan-pertanyaan tentang materi yang dipelajari untuk memastikan pemahaman siswa dalam membuat contoh kalimat invitation dan greeting card.</p>	
Joint Construction of Text	<p>Peserta didik membuat kelompok kecil (2 orang) untuk membuat invitation dan greeting card dan membahasnya bersama.</p>	
Independent Construction of Text	<p>Secara mandiri, peserta didik membuat invitation dan greeting card sebagai tugas individu dan dikumpulkan ke guru.</p>	
Kegiatan Penutup		
<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru member refleksi pembelajaran yang telah dilaksanakan. 		

4. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam.

Penilaian Hasil Pembelajaran

Penilaian Pengetahuan.

Berupa tes tertulis pilihan ganda secara langsung.

Penilaian Keterampilan.

Berupa penilaian unjuk kerja, penilaian proyek, penilaian produk, dan penilaian portofolio.

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4. Photograph



