

**The implementation of genre-based approach in the
teaching of english at SMA Negeri 1 Surakarta (a
naturalistic study in 2007)**



A Thesis

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THE IMPLEMENTATION OF GENRE-BASED APPROACH IN
THE TEACHING OF ENGLISH AT SMA NEGERI 1
SURAKARTA
(A Naturalistic Study in 2007)

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PRONOUNCEMENT

This is to declare that I myself wrote this thesis, entitled ‘THE IMPLEMENTATION OF GENRE-BASED APPROACH IN THE TEACHING OF ENGLISH AT SMA NEGERI 1 SURAKARTA (A Naturalistic Study in 2007).’ It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

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ABSTRACT

Getreda Yosmi Oematan. “*The Implementation of Genre-based Approach in the Teaching of English at SMA Negeri 1 Surakarta (A Naturalistic Atudy)*”. Thesis. English Education Department, Graduate School, Sebelas Maret University, Surakarta. 2008.

The objective of the research is to describe the implementation of genre-based approach (GBA) in the teaching of English. Besides, it was also conducted to study the teachers’ perceptions of the use of GBA in the teaching of English as a foreign language, the difficulties and the solution faced by the teacher in implementing the GBA, and to describe how the teachers acquire knowledge about GBA.

The research was conducted in *Sekolah Menengah Atas Negeri 1 Surakarta*, Central Java Province, from August to November 2007. It is a qualitative research in the form of naturalistic study. The subjects of the research were the teaching and learning English at SMA Negeri 1 Surakarta.

The data of this thesis were from several techniques including non-participant observation, in-depth interviewing, and document analysis. In analyzing the qualitative data, the researcher conducted the constant comparative method for deriving the theory through: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

The result compiled from the information collected shows as follows: **Firstly**, the application of GBA which is viewed from six dimensions which appear from the research that the objectives, the model of syllabus, the strategy and procedure of teaching and learning activity, the type and function of texts used by the teachers are relevant with those which recommended by the GBA. However, both the teacher and the students roles do not represent those suggested by the approach. **Secondly**, the teachers’ perceptions of the use of GBA reflect their mastery on the teaching competence: this approach has good influence to improve the students language proficiency through the understanding of different text types. **Thirdly**, this research also shows that although this approach has good influence to the development the teachers and students’ competency, there are some difficulties the teachers face in the teaching and learning activity. As the students gain the information of the lesson, they acquire how to listen, read, speak, and write a text in English integratedly. **Lastly**, the result of this research implies that the teachers need to improve their professional competence, their knowledge and skills so that they will be able to create conducive atmosphere to learn.

The research finding of this study indicates that the implementation of GBA in the teaching of English in SMA Negeri 1 gives a good contribution to the improvement of the students’ language proficiency. Therefore, it is recommended that (1) the teachers should have to apply the four steps of the curriculum cycle in the teaching of genres; and (2) the teachers need to improve their acquisition of knowledge about GBA through the collaboration with the other teachers.

MOTTO

Anything is possible for someone who has faith.

Mark 9:23

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Surakarta, Maret, 2008

GYO

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LIST OF ABBREVIATION

BKF	Building Knowledge of the Field
CLT	Communicative Language Teaching
Depdikans	Departemen Pendidikan National
ELT	English Language Teaching
ESL	English Second Language
GBA	Genre-based Approach
ICT	Independent Construction of the Text
JNT	Joint Negotiation of the Text
KBK	Kurikulum Berbasis Kompetensi
KTSP	Kurikulum Berbasis Kompetensi
LPMP	Lembaga Penjamun Mutu Pendidikan
MEDSP	Metropolitan East Disadvantaged School Program
MGMP	Musyawah Guru Mata Pelajaran
MT	Modeling of the Text
RPP	Rencana Persiapan Pengajaran
SFL	Systematic Functional Linguistic
SKM	Standard Ketuntasan Minimal
SMA	Sekolah Menengah Atas
TESOL	Teaching English in School to Speakers of Other Language

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as a foreign language in senior high schools is aimed at providing the students to achieve communicative competence in skills such as listening, speaking, reading and writing. Hymes in Freeman (2000: 121) pointed that being able to communicate requires more than linguistic competence; it requires communicative competence i.e. the ability to know, it means that knowing when, how and what to say to whom. The competence in English language as a foreign language will help the students to express ideas and feelings, and use the language in the society. They are also expected to be able to make personal or social decision and have responsibility, and make use the analytical and imaginative competencies in his or herself (Depdiknas, 2004: 5).

The teachers' task is to help the students achieve the communicative competence; teachers are required to have professional competence in order to be able to teach English well. The quality of teaching learning process is based on three main factors, including: (1) students' participation and how they take part in the process of teaching and learning activities. It means that in the process of teaching and learning activities, the students are not just sitting on the chair and listen to what the teacher talking about; (2) the teachers' role in the teaching and

learning activities is an instructor to motivate the students, to transform the knowledge to the students; and (3) the last factor is the situation of teaching and learning process (Soedijarto, 1993: 27).

Student's participation is based on how the teacher tries to encourage them. It means that the teacher should try to make use of appropriate teaching method in the process of teaching and learning activities. The method used determines the activities in the process of teaching and learning in the class room. To make the students participate in the classroom, the teacher has to be able to conduct a well-situated condition and strategies that make the students feel pleasant in the classroom. The use of methods, approaches, and strategies are important, but these three factors are not the key to gain the goals. The teacher is a pilot point in leading the process of teaching and learning activity.

Educators try to adopt methods, approaches from western countries to make the teaching of English as a foreign language communicable. One of the approaches adopted now is Genre-based Approach (GBA). It is a model of teaching used in western countries in the mid-1960s. The first implementation of GBA was begun in London in 1964 funded by the Nuffield Foundation and later the School Council, and directed by Halliday (Martin et al, 1987: 58). The genre theory underlying the so-called 'genre-based' approach to writing development was developed and implemented in the teaching of English in Asia (China and Korea, Singapore), and also Indonesia. It is known as product approach which then was replaced by process approach. In 1980s genre approach became popular along with the notion that the students' writing could be beneficial from studying

different types of written text (Yan, 2005: 20). Teachers in China and Korea make studies to improve that this approach can influence the students' competence in learning language.

Genre refers to the type of communicative event and offers the following examples: jokes, stories, lectures, greetings and conversation (Saville-Troike in Swales, 1998: 39). It was a communication-oriented method. When the teacher designs a task in a GBA course, s/he should create an appropriate environment which the task is called for. It was used to make the process of teaching and learning activities of English communicable.

GBA becomes popular when the Competence Based Curriculum (KBK) was introduced in Indonesia particularly for English language curriculum of senior high schools. The use of GBA in the teaching of English as a foreign language is based on the perception that when someone communicates, s/he actually creates texts through stretches of clauses that make sense (Agustien, 2007: 1). The target of this approach is for emphasizing the mastery of language competence and also to prepare the students to enter the university. On the other hand, the students have to be able to communicate in written and spoken form in daily life (Depdiknas, 2004: 79).

GBA was implemented in the western country, and nowadays it is used as an approach in teaching English as a foreign language in Indonesia on the way to make the students expand the communicative competence. It was used in senior high schools in the same time with the implementation of current curriculum. SMA Negeri 1 Surakarta is one of the senior high schools which use GBA in

teaching English. The reason is naturally, that the students acquire the language with the oral form before the written. It is pointed out on the KBK curriculum that *“Tujuan akhir pembelajaran bahasa Inggris adalah mengembangkan kompetensi peserta didik untuk berkomunikasi lisan maupun tulis (Depdiknas, 2004: 84).*

The GBA leads the students to acquire the knowledge by oral form followed by written form. In senior high schools, oral form developed by the use of varied formal and difficult interpersonal expression with its gambits and modals (Depdiknas, 2004: 87). The use of GBA is compatible for the teachers to help the students to overcome the difficulties in learning English. The use of GBA in the teaching of English is used to change the students’ perceptions that they learn the language to use to language to communicate rather than to ‘pass the final exam’ or in order to get high score in the language test..

GBA was implemented in the western country, have the same orientation as the objectives stated in 2004 curriculum (KBK). The KBK curriculum sees genre as a cultural context that produce different types of text, where each of the text type has its own communicative purposes, text structure, and linguistic feature (Depdiknas, 2004: 92).

Kim and Kim (2005: 3) have assumption that the GBA can encourage the students to participate in the world around them, to comprehend the skills as a tool that they can utilize, and to realize how they manage the content to promote logical organization in the context of culture and situation. It means that by using this approach, the students can follow such steps using written and spoken text to communicate with other people.

The use of GBA in the teaching of English as a foreign language in Indonesia was aimed to make the students expand their communicative competence. It is not an easy way to implement a new approach adopted from other country, but in order to gain the main goals of National education, the use of GBA is socialized continuously in order to make the educators/teachers to implement in the teaching and learning activities, particularly in the teaching and learning of English.

SMA Negeri 1 Surakarta is one of the senior high schools in Central Java which implemented GBA in the teaching and learning of English. It is being implemented since 2004. Not all English teachers of senior high schools apply this approach in the teaching and learning of English. Some of the teachers have not understood this approach yet, even though they always join teachers' training and the "MGMP (*Musyawarah Guru Mata Pelajaran*)" meeting. They said that Genre or Text-based approach is a new approach, and it is still difficult to apply it in the teaching and learning of English.

According to the KBK curriculum, the students acquire knowledge from oral form, and then written, therefore the teaching and learning activity should applied in a cyclical "*.....proses belajar mengajar disarankan menerapkan siklus lisan dan siklus tulis, setiap siklus mempunyai empat tahapan...*" (Depdiknas, 2004: 84). The curriculum cycle leads the students to build their knowledge about the language used in the text before enter the content of the text.

The characteristic of GBA is that, it was implemented in four stages: First, Building knowledge of the field (BKF). In this stage, the students are guided to

discuss about cross-cultural similarities and differences; second, Modeling of a Text (MT). Here, the teacher should adopt the role of assistant, guide and work closely with the students and encourage them, offering helpful feedback and suggestion; third, Joint Negotiation of a Text (JNT). In this phase, the teacher should directly train the students about writing strategies; and fourth, Independent Construction of Text (ICT). Here, the students are guided in listening, speaking, and reading skills. This model is cyclical and as such it can be entered at any point (MDESP, 1989: 3). Some other writers add one or two other stages to the model. These stages are involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic or type of text.

In implementing the GBA, teachers should understand the text type first. The text types suggested in the curriculum such as: recount narrative, procedure, descriptive new item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review. Each of the text types has its own characteristics, social function, linguistic feature, and generic structure.

Generally, in teaching English, especially in using GBA, teachers usually encounter with constraints when talking about communicative competence. These constraints include: (1) the strategy how to make the students speak up, (2) how to make them understand a reading text easily, and (3) how to make them write a short text correctly. The teacher will also predict how often the students have opportunity to practice the language in the teaching and learning activities, the limit of time schedule for the students to use the language to communicate in the

classroom, or the students just sit on their chairs and listen to the teacher without having opportunities to speak.

In the condition that almost all senior high schools in Indonesia consist of 40 (forty) students/class, of course it becomes a difficult responsibility for the teacher to make the language communicable. The teachers should have to use an appropriate technique in teaching the language. The questions are: What technique should be used, and what competencies should the teacher have in order to make the language communicable?

In line with the situation above, it is essential to conduct a study focused on how the teachers prepare to teach, what the process of teaching English as foreign language looks like in using GBA in SMA Negeri 1 Surakarta, how the teachers transform the four skills and the two elements of learning a language to the students such as: speaking skill, reading skill, listening skill, and writing skill, and the two elements are: structure and vocabulary, in what kind of roles the students and the teachers stand for, what kinds of evaluation are used to assess the students' achievements.

This study also focused on the perception of the English teachers about GBA in the teaching of English as a foreign language, what difficulties, and how to conquer the difficulties faced by the teachers in using the GBA in the process of teaching and learning English. Do the uses of GBA influence the students' proficiency in using English to communicate?

In the process of teaching and learning activities, the researcher wants to know how the teachers' planned the lesson to be taught in the sixth dimension,

such as: The implementation of GBA was compiled in the sixth dimensions, Such as: (1) the teaching and learning objectives, (2) model of syllabus, (3) the strategies and procedure in the teaching of English in the process of teaching and learning activities, (4) types and function of genre in teaching and learning activities, (5) the teachers' role, and (6) the students role in the process of teaching and learning activities.

B. Formulation of the Problem

Based on the background above, the problems of this research can be formulated as follows:

How is the implementation of GBA in the process of teaching and learning English in SMA Negeri 1 Surakarta, Central Java?

The following questions are being formulated to answer the main question above:

1. What is the English teachers' perception of GBA as an approach in teaching English as a foreign language?
2. What difficulties are faced by the teachers in implementing the GBA?
3. How do the teachers overcome the difficulties in implementing the GBA in the process of teaching English?
4. How do the teachers of SMA Negeri 1 Surakarta acquire and develop the knowledge about GBA?

C. The Objectives of the Research.

From the previous background and formulation of the problems, this study is aimed to:

1. describe the implementations of GBA in the process of teaching English in SMA Negeri 1 Surakarta, Central Java.
2. identify the teachers' perception of GBA in the process of teaching English.
3. identify the difficulties faced by the teachers in implementing the GBA in the process of teaching English.
4. describe how the teachers overcome the difficulties in implementing the GBA roach in the process of teaching English.
5. identify how the teachers of SMA Negeri 1 Surakarta acquire and develop the knowledge about GBA.

D. The Benefit of the Research

Theoretically, the benefit of this research is to give significant input to theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities.

Practically, this research will give understanding dealing with the implementation and its influence, and the effectiveness of GBA. Hopefully, it will become a reflection to the teachers in the process of teaching and learning activities, for the researcher who is also an English teacher, she will have a direct

experience and understanding of the use or the implementation of GBA in the teaching of English.

For the policy makers, especially in English subject matter in the senior high schools, the result of this research will become an important thing to enhance the students' interest in learning English, and they will be motivated in studying English as a foreign language.

CHAPTER II

THEORETICAL ORIENTATION

In this chapter the researcher describes concept of theories, such as: Curriculum in Teaching English as a Foreign Language in Indonesia, The Concept of GBA, The Teaching of English using GBA, and Teachers' Competence Required to the Implementation of GBA. This chapter also describes a Related Research on the Teaching of English Using GBA and Rationale.

The descriptions of theories written here are not as hypotheses, but as principles to understand concepts used in this research.

A. Curriculum in Teaching English as a Foreign Language in Indonesia.

1. The Nature of Curriculum

Curriculum is an instrument to gain an institutional goal. It means that curriculum is an important tool in educational development (Subandijah, 1993: v). As an instrument, a curriculum should have contributions to anticipate the development of science and technology and it should be adaptive all the time on the science and technology expansion. According to Wardiman (1996: 119), curriculum is one of the tools to be used to achieve the objectives of education.

As curriculum is constructed to anticipate and to adjust the development of science and technology, it was constantly transformed in any certain period of

time. The development is involved in the whole and also partially of the curriculum. The curriculum of language teaching also changed in the development of curriculum. In the continued efforts to improve and develop education system, the curriculum has undergone many changes, to bring it in line with the contemporary conditions (Wardiman, 1996: 119).

Additionally, Richard (2001: xi) writes that the development of curriculum is an essentially practical activity since it seeks to improve the quality of language teaching through the use of systematic planning, development, and review practice in all aspects of language programs.

The development of curriculum is programmed to be adapted to science and technology development, and it was a part of educational activity to make the materials up to date. In addition, Richard (2001: 2) points that:

Language curriculum development is an aspect of a broader field of educational activity which focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated.

Curriculum contains directions of what to do to achieve knowledge, skills and values the students learn in schools. It has its own guidelines that teachers should go behind. Curriculum is stated to respond the development challenge, therefore it is not static, but it always changes over the time.

2. The Development of Curriculum in Indonesia

The teaching and learning English in elementary and senior high school in Indonesia fulfilled two aims, such as: first, the students should prepare themselves

to be able to read English text books in the university, and the English language proficiency still needed as a determinant to get job and best salary (Lee, 2007: 2)

During the forties years, there had been English curriculums implemented in Indonesia. The curriculums are 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum and 2004 curriculum. Now Indonesia was introduced the “*KTSP (Kurikulum Tingkat Satuan Pendidikan)*” curriculum which is integrated in the 2004 curriculum or the Competence-Based Curriculum. In general, the curriculums are described as follows:

a. The 1968 curriculum.

The 1968 curriculum replaced the 1964 curriculum which assumed as an ‘*orde lama*’ product. It is the revised New Style Curriculum called *Kurikulum gaya baru yang disempurnakan* (Perfect New Style Curriculum). The curriculum emphasized grouping of subject matter. The audio lingual method used in the teaching of language accompanied by the teaching materials for senior high school, called *English for SLTA* (high schools) (Kasihani in Emilia, 2005: 10).

b. The 1975 Curriculum

Each of the curriculums has its own characteristics. The 1975 curriculum with its own principles which are: efficiency and affectivity; goal oriented; continuity; and long life education (Subandijah, 1993: 48). It is implemented from 1975-1984. The 1975 curriculum was developed in order to overcome the quality disproportion that occurred as a result of the fast development of technology. The goals that are stated in this curriculum are not compatible with the educational growth. The standardization of the curriculum was basically an adjustment of the

1968 curriculum which was felt to be unsuited to the contemporary development advancement (Wardiman, 1996: 227). Teaching practitioners assumed that this curriculum was better than previous one, having clearer instructional objectives. The method used in the teaching of English still advocated the audio-lingual method.

c. The 1984 Curriculum

Because of the development challenge, this curriculum should be changed. It was adjusted by the 1984 curriculum which was operated from 1984-1993. The reason is that the 1984 curriculum was up to date. The curriculum was a dynamic medium to support national education, which needed to be changed and adopted continuously according to the changing needs and advancements of society (Wardiman, 1996: 239). This curriculum emphasized students' active learning; using a communicative approach, which was considered the best approach to the teaching of English.

The essential of 1984 curriculum is: relevancy; development approach; long life education; flexibility (Subandijah, 1993: 48). The curriculum is relevant to the development of science, and it supports the national education.

d. The 1993 Curriculum

In 1993, the State Policy decided to change the 1984 curriculum. The reason is that it was not up to date. They developed a new curriculum which is called '1994' curriculum. It becomes effective in stages in the school year of 1994/1995 as the implementation of the Law no 2/1989 and Government

regulation as the implementation of guide, the curriculum had to be adjusted to the respective legislation. The 1994 curriculum was planned to recognize the objective of the national education considering of the development stages of pupils in its suitability to the present-day environment, the needs of national development and the development of science and technology in accordance with the types and level of each education unit (Wardiman, 1996: 269).

The major goal of 1994 curriculum include the expansion of compulsory basic education from six to nine years, the improvement of the quality of the primarily and secondary education and enhancing learning achievements for all level. Indonesia's commitment to the further development of education is based on the recognition that developed goes hand-in-hand with advancement in science and technology.

In general, the fourth (1965-1994) curriculum is grouped into two types: First, a structural approach including 1965 and 1975s' curriculum. Second, the communicative or meaningful approach is implemented in 1984 and 1994' curriculum.

e. The 2004 Curriculum

The 2004 curriculum or the Competence Based Curriculum (CBC) or "*Kurikulum berbasis Kompetensi (KBK)*", especially in teaching English as foreign language aimed on developing the language competency, language model, literacy level, and core of written and oral language that should achieved by the students (Depdiknas, 2004: 5).

The main goals of 2004 curriculum especially in English as a foreign language are: (1) to develop the ability to communicate in oral and written form in the four skills (reading, listening, speaking and writing), (2) to increase the awareness of the essential and the importance of English as a foreign language as a means of communication, and (3) to develop the students understanding of the languages and culture relevance and to enlarge the culture firmament (Depdiknas, 2004: 5).

f. The 2006 Curriculum

In the 2006 English curriculum or the so called Curriculum in the Unit Level of Education (*KTSP*) emphasizes on the mastery of respective or productive linguistic competence in spoken and written text. The spoken texts include transactional and interpersonal conversation, and simple monologues. The written text includes simple transactional texts and various kinds of genre, such as: recount narrative, procedure, descriptive new item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily context of live. In the process of teaching and learning activities, the teachers should master all the text types and know how to teach the text using an appropriate approach.

In achieving these goals, there should be methods, approaches and several strategies used in the process of teaching and learning activities. The effectiveness of the current curriculum based on how it is implemented to counter the educational goals. The use of GBA is suggested in the implementation of 'KBK'

and ‘KTSP’ curriculum. The following Table is the journey of English curriculum for junior and senior high schools in Indonesia from 1968 to the present.

Table 2.1. Journey of English Curriculum Development for Indonesia Junior and Senior high School from 1968 to the present.

Year	English Curriculum used	Features
1968	The revised New Style Curriculum called <i>Kurriculum gaya baru yang disempurnakan</i> (Perfect New Stile curriculum)	Advocating the audio lingual method; Accompanied by the teaching materials for senior high school, called <i>English for SLTA</i> (high schools)
1975	The 1975 curriculum, based on the decree of the minister of education No. 008-E/U/1975	Better than previous one, having clearer instructional objectives; Still advocating the audio-lingual method.
1984	The 1984 curriculum (based on the amendment of the 1975 curriculum).	Emphasizing students’ active learning; Using a communicative approach, which was considered the best approach to the teaching of English, as it is even up until now?
1994	The 1994 curriculum (based on the revised 1984 curriculum, referring to the input and the result of a nation-wide research on student’ learning mastery).	Still advocating a communicative approach
2001	The competence based curriculum	Developing English using target competences, though a close reading shows it is similar to the one it replaced.
2004	The 2004 curriculum was released	Involving systemic functional linguistic (SFL) and SFL genre-based approach.
2006	The 2006 curriculum focused on unit level of education.	Still advocating SFL genre-based approach.

B. The Concept of Genre-Based Approach (GBA)

1. The Nature of Genre

Genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspirations (Swales, 1998: 33). Hyland (2004: 4) also writes that genre is a term for grouping a text together,

representing how writers typically use language to respond to recurring situation. This means that genre is type of written and oral text used to tell something in such situation.

Feez in Springall defined genre as a predictable pattern that can be identified in similar types of texts – that is, texts that are used to achieve the same type of purpose (Springall, 2005: 1). Genres are presented in terms of broad learning outcomes that could be applied to a number of contexts; therefore it is important for the learners to have the patterns of texts so they are able to produce similar language themselves.

According to Santosa (2007: 1) Genre is defined as a staged, goal oriented social process. This means that genre has social goal to achieve through staging. It is not a language. From synoptic point of view, genre is a model of a social process, which embodies a social goal and particular staging to achieve the goal.

These sentences supports by Martin in Hyland that:

genre as Systemic Functional Linguistic (SFL) emphasizing the purposeful, interactive, and sequential character of different genres and the ways that language is systematically linked to context. Genres are social process because members of a culture interact to achieve them; and they are staged because meaning are made in steps, and it usually take writers more than one step to reach their goals (Martin in Hyland, 2004: 25).

People should follow steps thoroughly from the beginning to the end to gain a goal. Within functional linguistics, the concept of genre has been proposed as a useful one for helping people to understand the nature of language in use. Language exists to fulfill certain functions, and that these functions will determine the shape of the text which emerges people to communicate with one another (Nunan, 1998: 44).

In addition, Santosa (2007: 7) points that genre can be classified in to 2 (two) types: story and factual. This classification is based on the fact that the social processes we have in our reality can be derived from story and facts. Story is subdivided into 4 (four) types: recount, anecdote, exemplum, and narrative. Factual genre are classified into 8 (eight) types: description, report, recount, procedure, explanation, exposition, discussion, and exploration. This classification is based on their social goals and the staging (structured or not structured).

Anderson and Anderson (1997: 1-2) write that there are 2 (two) main categories of text types: literary and factual. Within these are various types of texts and each of them having a common and usual way of using language. Literary is subdivided into 3 (three) types: Poetry, drama and narrative. Factual genre are classified into 7 (seven) types: recount, response, discussion, information, procedure, exposition, and discussion.

Genres have beginnings, middles, and ends in various kinds. It refers to the staged purposeful social process through which a culture is realized in a language, Martin and Rothery (1985) in Swales (1998: 41). Additionally, Nunan (1998: 43) points that,

the term 'genre' refers to a purposeful, socially-constructed communicative event. Most events result in text (that is, pieces of oral or written communication). These are all different text types, which have different communicative function. Each has its own distinctive linguistic characteristics, and its own generic structure (that is, its own internal structure).

Savile and Troike in Swales (1998: 39) also wrote that genre to refer to the type of communicative events and offer the following as examples: jokes, stories,

lectures, greetings and conversations. These genres inform messages to make people happy, sad, laugh, or concern with social and culture life.

Genre came from a cultural context, which based on types of texts with communicative goals, structural and has its linguistic characteristics. In the modern society, people well known with cooking receipts, narrative, descriptive, and so on. For example, when people listen to a short story (a narrative), they have an expectant to enjoy the story, in fictions, in any kinds of non science language. It is important to the students to study the genre which adopted from the western (United Kingdom), to make them to communicate in English language. Genre also has linguistic implication that should be search by the students (Depdiknas, 2004: 93).

2. Text and Context

Hallyday and Hasan (1985: 5) points that the main parts that reflected the way into understanding about language lies in the study of text. The term Context and text are put together and serve as a reminder that they are two aspects of the same process. There is text and there is another text that accompanies it: text that is 'with', namely the con-text. Context, according to Christie and Missson in Emilia (2005: 52) originally meant being woven together, where prefix *con* carried the sense of being together and over the passage of the centuries, it has come to refer to those elements that accompany a text.

A context is a bridge between the text and the situation in which texts actually occur. Malinowsky in Hallyday and Hasan (1985: 7) introduced two notions that are called context of situation and context of culture; both of them were necessary for the adequate understanding of the text.

Text in a simple way can be defined as it is language that functional in which the language doing some job in some context. Hallyday and Hasan (1985: 10-11) points that the important thing about the nature of text is that although it was wrote down as thought it is made of words and sentences: (1) it really made of meanings, it means that the sentences understandable; (2) a text is essentially a semantic unit or a group of sentences that have coherent and cohesive; (3) a text is product (it is an out put, something that can be recorded and studied, having a certain construction that can be represented in systematic terms), it is a process (a continuous process of semantic choice, a movement through the net work of meaning potential), (4) text as a social exchange of meaning. Related to the categories above, Anderson and Anderson (2003: 1) points that:

We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to or view a piece of text, you are interpreting its meaning. Creating a text requires us to make choices about the words we use and how we put them together. If we make a right choice of words will depend on our purpose and our surroundings (context).

A text may occur in three context of situation: *field, tenor and mode*. According to Hallyday and Hasan (1985: 12) and Limkina and Crane (2007: 2), these three concepts served to interpret the social context of a text, the environment in which meaning are being exchanged. The three concepts are: (1)

field refers to the events, the nature of the social actions that is taking place; (2) *tenor* refers to the nature, statuses, and roles of the participants; and (3) *mode* refers to what part of language is to talk about, what is being to achieved by the participants in that situation.

The three variable of context of situation are called the register variables (Limkina and Crane, 2007: 2) and register is defined by Halliday (1985: 38) as:

A configuration of meaning that is typically associated with a particular situational configuration of field, mode and tenor. But since, it is a configuration of meanings, a register must also, of course, include the expressions, the lexico-grammatical and phonological features, that typically accompany or release meanings (Halliday and Hasan, 1985: 38-9).

According to (Hallyday and Hasan, 1985: 38 and Limkina and Crane 2007: 2), texts are seen as being connected to particular contexts at two levels: register and genre. Register is a semantic concept of a language use in a certain context of situation and culture (Santosa 2007: 4). Context of situation is the immediate environment in which a text is actually functioning, and context of culture is a broader background which the text is interpreted (Halliday and Hasan, 1985: 46).

Halliday notes:

Any actual context of situation, the particular configuration of field, tenor and mode that has brought a text into being, is not just a random jumble of features but a totality-a package, so to speak of things that typically go together in the culture. ... factors (which) constitute the context of culture, ... determine collectively the way the text is interpreted in its context of situation (Halliday and Hasan, 1985: 46-7)

The relationship between language (text), register (context of situation) and genre (context of culture) can be seen on Figure 2.1 below.

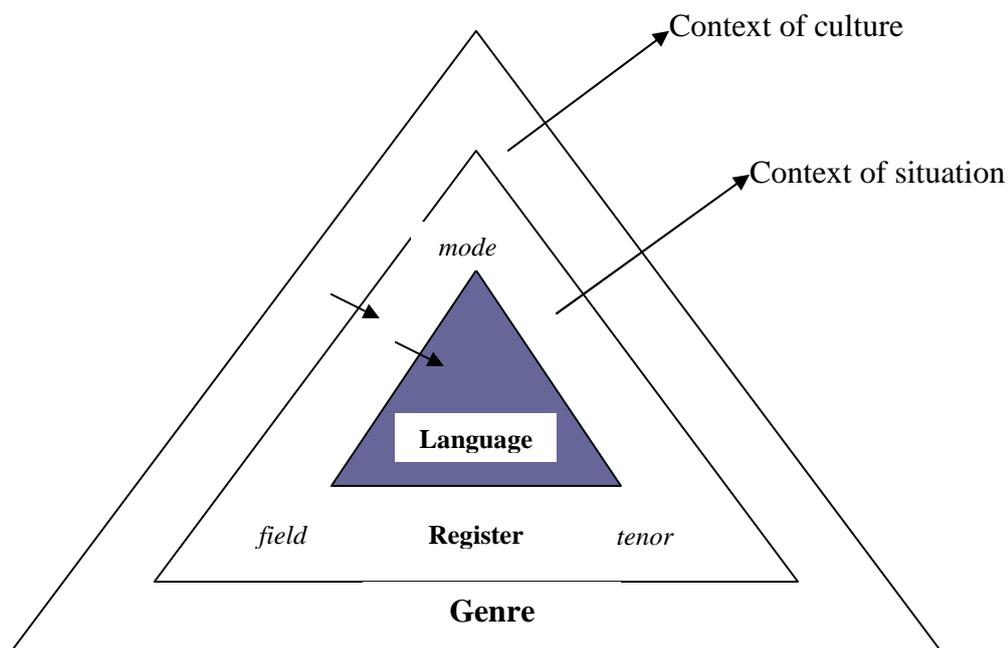


Figure 2.1 Genre and register in relation to language (cited from Limkina and Crane, 2007: 2).

From Figure 2.1, it can be seen that genre is one of two levels of context recognized in SFL, in which the context of culture is more abstract, more general than the context of situation. The diagram also shows that genre is realized (encoded) through language; and that this process of realizing genres in language is arbitrated through the realization of register.

Additionally Nunan (1998: 43) points that, the important implication for teaching and learning is that, first, it should be started with the whole text/whole language events rather than discrete elements (words and sentences), and second, the learner in the class should be exposed to the types of interactional opportunity which the student will encounter outside.

The positive sides of genre approach are that it acknowledge that writing takes place on a social situation and is a reflection of a particular purpose, and it

understand, that learning can happen consciously through imitation and analysis (Badger and White in Kim and Kim, 2005 : 7).

3. Types of Genre

The specification of genres to be taught is based on the classification used by many systemic functional linguists, especially in applications to classroom teaching of English (e.g. Butt et al 2001, Derewianka 1990 in Lin 2006: 4). The classification involves a distinction between *text types* and *genres*. Genres, on the other hand, refer to more specific type of texts, such as newspaper reports or recipes. Texts of each genre may be simply of one text-type (for example, a bus schedule is purely an information report, while most recipes are purely of the text type 'Instructions') or they may be a combination (for example, sermons often include stretches of narratives or recounts, as well as explanations, while usually expository in target). Genres may also be written or spoken (Lin 2006: 4).

According to Freeman and Medway in Kim and Kim (2005: 6), genre traditionally is seen as fixed and classifiable into neat and mutually exclusive categories and sub categories. For example, *exposition, argument, description, and narratives* were treated as categories, with sub-types such the business letter and the laboratory report. Thus, in the traditional view of genres, teaching genres means teaching textual regularities in form and content of each genre. On the other way round, it can be said that genre is considered as type of text.

There are two main categories of text according to Anderson and Anderson, they are literary and factual. Within these are various text type, and each has a common and usual of using language.

a. Literary Text

Literary text constructed to appeal to our emotion and imagination. It can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic, and drama (Anderson and Anderson, 2003: 1-2). These text types always faced in our daily life and make people enjoy it.

b. Factual Text

Factual text type present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition, and procedure (Anderson and Anderson, 2003: 2). The factual text serves or informs factual information about an event without any exploitation of the news.

The text or the news written or inform by journalist on the news papers, or televisions are examples of factual texts. The news written to inform an event happened, for example the information about an accident. The journalists serve the fact of seen on event where the accident take place without manipulation of information.

The following table shows the twelve types of texts to teach in senior high schools based on 2006 (*KTSP*) curriculum, and its social functions, generic structure, and language feature Anderson and Anderson (1997: 3-5), Santosa (2007: 1- 3), MEDSP (1989: 4-21), and Ediaty (2007: 1-13):

Table 2.2. Types of Texts.

Text type	Social function	Generic structure	Language feature
1) Recount	<ul style="list-style-type: none"> to retell events for the purpose of informing or entertaining 	<ul style="list-style-type: none"> Orientation: provides the setting and introduces participants (giving information about what, who, where and when) Events: to tell what happened in what sequence Reorientation: optional, closure of events 	<ul style="list-style-type: none"> Focus on specific participant (nouns and pronouns), Material process, Past tense, Temporal sequence, conjunction, Adverb of time, Adjective to modify nouns
2) Narrative	<ul style="list-style-type: none"> used to amuse, entertain and to deal with actual or vicarious experience in different ways 	<ul style="list-style-type: none"> Orientation: sets the scene, introduce participant Evaluation: a stepping back to evaluate the plight Complication: a crisis arises Resolution: the crisis is resolved Reorientation: optional 	<ul style="list-style-type: none"> Linguistic feature: specific characters, Time words that connect events to tell when they occur, Verbs to show the action that occur in the story, and Descriptive words to portray the characters and setting.
3) Procedure	<ul style="list-style-type: none"> to describe how something is accomplished through a sequence of actions or steps 	<ul style="list-style-type: none"> Goal, Material (not required for all procedure text), Steps-1 (goal followed by a series of steps oriented to achieving the goal). 	<ul style="list-style-type: none"> Focused on generalized human agents, Use of simple present tense (plus some times imperative), Use of mainly temporal conjunctive relations, and Use of mainly material (action) clauses.

4) Descriptive	<ul style="list-style-type: none"> to describe a particular person, place or thing 	<ul style="list-style-type: none"> Identification Description Information about specific participant 	<ul style="list-style-type: none"> Certain nouns, Simple present tense, Detailed noun phrase, Adjectives (describing, Numbering, classifying), Relating verbs to inform about the subject, Thinking verbs and feeling verbs, Action verbs, adverbials, and Figurative language
5) News item	<ul style="list-style-type: none"> to inform readers, listener or viewers about events of the day which are considered newsworthy or important 	<ul style="list-style-type: none"> Newsworthy event(s): recount the events in summary form. Background events: elaborate what happened to whom, in what circumstance. Sources: comment by participant in, witnesses to an authority's expert on the events 	<ul style="list-style-type: none"> Use of material processes to retell the event, Use of projecting verbal processes, and Focus on circumstances.
6) Spoof	<ul style="list-style-type: none"> to retell an event with humorous twist 	<ul style="list-style-type: none"> Orientation: sets the scene Events : tell what happened Twist : provides the punch line 	<ul style="list-style-type: none"> Focus on person, Animal, Certain thing, Action verb, Material process.
7) Report	<ul style="list-style-type: none"> To describe the way things are with reference to arrange of natural, man made and social phenomena in our environment 	<ul style="list-style-type: none"> Generic classification: tell what phenomena under discussion Description: tells the phenomenon is like in the terms of parts and their function, qualities, habits or behaviors 	<ul style="list-style-type: none"> Focused on generic participants (group of things), Use simple present tense, no temporal sequence, and Use of 'being' and 'having' clause.
8) Analytical Exposition	<ul style="list-style-type: none"> to persuade the reader or listener that something is the case that there is a case to concern, to pay attention to 	<ul style="list-style-type: none"> Thesis: position (introduce topic and indicates write position), preview (outlines the main arguments to be presented). Arguments: points (restates main arguments outlined in preview), elaboration: develops and 	<ul style="list-style-type: none"> General nouns, Abstract nouns, Technical verbs, Relating verbs, Action verbs, Linking verbs, Modal verbs, Modal adverbs, Connectives, and Passive sentences.

		supports each points/argument). Reiteration: restates writer's position	
9) <i>Hortatory Exposition</i>	<ul style="list-style-type: none"> to persuade the reader that something should or should not be the case 	<ul style="list-style-type: none"> Thesis : announcement of issue of concern Arguments : reason for concern, leading to recommendation Recommendation: statement of what ought or not to happen. 	<ul style="list-style-type: none"> Abstract nouns, Technical verbs, Relating verbs, Action verbs, Thinking verbs, Modal verbs, Modal adverbs, Connectives, Simple present tense, and Passive sentences.
10) Explanation	<ul style="list-style-type: none"> To give an account of how something works or reason for some phenomenon (How does it work? Why is it so?) 	<ul style="list-style-type: none"> General statement, A sequenced explanation of why or how something occurs. 	<ul style="list-style-type: none"> Focused on generic, Non-human participants, Use simple present tense, Use of temporal and causal Conjunctive relations, and Use of mainly material (action) processes.
11) Discussion	<ul style="list-style-type: none"> to present information about and arguments for both side of topical issue, concluding with a recommendation based on the weight of evidence 	<ul style="list-style-type: none"> Issue: statement of issue and preview. Argument for and against: point and elaboration or in more complex discussion. Statement of various viewpoints Recommendation : summary and conclusion 	<ul style="list-style-type: none"> Focused on generic human and non-human participation, Use of material, Relational and mental processes, Use of logical conjunctive relation
12) Review	<ul style="list-style-type: none"> To critique an artwork or event for the public audience. 	<ul style="list-style-type: none"> Orientation: places the work in its general and particular context. Often by comparing it with its kind it through analogue with a non art object or events. Interpretative recount: summaries the plot and/or provide an account of how the work 	<ul style="list-style-type: none"> Focus on particular participant, attitudinal lexis to show direct expression of opinion, Including attitudinal epithet in nominal groups, Qualitative attributive and effective mental processes, elaborating and extending clauses, and Metaphorical language.

came into being.
 • Evaluation: usually recursive.

According to NCTE, genre or text has its own characteristics:

- 1) *Fantasy*, contains elements that are not realistic: talking animals, magical powers, often set in a medieval universe, possibly involving mythical beings,
- 2) *Historical* fictions: stories centered around the basis of partially historical situation, and a novel set in a historical period,
- 3) *Mystery*: A novel involving (strangeness, solving a puzzling event or situation, something unknown, solving a crime, centered around a person who investigates wrong doing, centered around a person or persons employed to obtain secret information,
- 4) *Realistic* fictions: stories that take place in modern times, and characters are involved in events that could happened,
- 5) And *science fiction*: stories that often tell about science and technology of the future, involving partially true fictions law or theories of science, settings (http://www.readwritethink.org/lesson__images/lesson_270/Genre_sheet.pdf).

The types and characteristics of text or genre mentioned above always faced in the daily life, especially in the process of teaching and learning activities. Teachers should have to try to lead the student to know and understand what type of text the student faced, what characteristic of each, and how to construct them.

4. Genre-based Approach

Approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject to be taught (Anthony in Richards and Rogers, 2001: 19). Brown also points that approach is a theoretical position and beliefs about the nature of language, the nature of language learning, and the applicability of both to

pedagogical settings (Brown, 1994: 159). In teaching and learning process, teachers should try to apply an accurate approach which is compatible to the students needs.

GBA according to Richard is also known as text-based instruction. Richard points out that text-based instruction or genre-based approach are the kind of approach that sees communicative competence as involving the mastery of different types of texts. The text here is used in a special sense referred to structured sequences of language that are used in specific context in specific ways (Richard, 2007: 32).

GBA is a supported approach to make students achieve the skills (reading, listening, speaking, and writing) and language elements (structure and vocabulary) enclosed on the ability to create a written or oral text. But according to Yan (2005: 19), many teachers of English in China have acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills. They ignored the three skills which are also important in the process of writing. Kim and Kim (2005: 4) also write that Korean students are traditionally accustomed to

being given specific instructions from the teachers, to receive authoritative feedback from the teachers. Thus, students write for the teacher, not for themselves, and as result, teachers are the only audience from whom the students gain experience writing for. Due to the fact that student are passive in the classroom, they naturally feel uncomfortable with cooperative interaction that requires them to take an active role.

It is similar to the Korean teachers, that teaching writing skill more difficult than the other three skills but teachers should not ignore them in the process of teaching writing. Yan (2005: 19) points that: teachers must deal with how to determine the importance of correct spelling and pronunciation in early draft, how

to tread steps in composition process, and how to analyze a text for its context and purpose. Dealing with these issues Yan argues that in the past several decades, the use of deferent approach are recommended, including product approach, process approach and the last is genre approach.

The Korean teachers anticipate the problem by applying the process approach and genre approach together in teaching English. The process approach focuses on the writer, individual creativity and the process of writing as a whole, starting from the collection of ideas through to the addition of work. Genre approaches, on the other hand focus on the reader, and on the convention that the piece of writing needs to follow in order to successfully accept by its readership (Muncie in Kim and Kim, 2005: 5). In Muncies' research, the successful teaching of writing arises when the process approach and the genre approach are applied together in the teaching of English for the Korean students.

Rodgers in Lin (2006: 2) writes that GBA, where teaching and learning focuses on the understanding and production of selected genres of texts. GBA begin with the whole text as the component as a focus rather than the sentence. The assumption is thus the construction of meaning at the level of discourse and not the acquisition of syntactical forms (Derewianka in Lin, 2006: 2-3). According to Butt *et al.* in Lin, (2006: 3) a "text" refers to "a piece of language in use", which is a "harmonious collection of meanings appropriate to its context" and hence has "unity of purpose".

In other words, texts are stretches of language that may be considered to complete themselves as acts of social exchange. Length and mode of

communication are unimportant: each text may be long or short, written or spoken. Closely related to this, Lin (2006: 3) adds that GBA are concerned with the social macro-purposes of language, and not just the semantic micro-functions of individual words and sentences: the genres in focus are generally defined according to the broad social purposes of communication.

According to Lin, the categorization and classification of genres may vary, depending on the theories which influence them. For example, in some instances, writing genres are well known in terms of familiar broad categories such as 'narratives, description, persuasion and argumentation'. Another approach, differentiate genre between six or so text prototypes called *text types*, and more specific that employ each or combinations of these text types.

The goals of the GBA are basically to help students become more successful writers and readers of academic and workplace texts (Hion in Emilia 2005: 61); and to help students make sense of not only the structure of text but also a wide range of compositional concern (Brook in Emilia, 2005: 61). These goals go with the need for the promotion of teaching English in Indonesia.

Another point to bear in mind is the fact that genre are culturally and socially determined, and that new genres are constantly being created. The important is the implications, particularly for foreign language teachers. It means that there is a not finite set genre belonging to a culture existing 'out there'. Kim & Kim 2005, citing Muncie 2002 in Lin (2006: 3) points that

Genre-based approaches emphasize that this higher order must be attended to for effective language use: "all texts conform to certain conventions, and that if a student is to be successful in joining a particular English-language discourse community, the student will need to be able to produce texts

which fulfill the expectations of its readers in regards to grammar, organization, and context (Kim & Kim 2005, citing Muncie 2002 in Lin, 2006: 3).

It must be noted that sentence-level grammar is not seen as unimportant: rather, its importance is seen in terms of the part it plays in the overall patterning of whole texts (e.g. what sorts of sentence patterns tend to pre-dominate in a particular genre). The mastery of grammar emphasizes the quality of the text. Thus GBA can be seen as being at once both whole-to-part and part-to-whole (Lin, 2005: 3).

In teaching language using GBA, according to Cope and Kalantzis (2003) in Yan (2005: 20), teachers should follow at list three phases, such as: (1).the target genre is modeled for the students. The teacher should adopt the role of assistant and guide and work closely with the students and encourage them, offering helpful feedback and suggestion, (2) a text is jointly constructed by the teachers and students. In this phase, the teachers should directly train the students about writing strategies, and (3) a text is independently constructed by each student. Here, the teacher should include the listening, speaking, and reading skill.

The process of genre approach, according to Yan (2005: 20), makes this visible, as background is read during prewriting activities, and speaking and listening occur during the teaching and learning activity when giving or receiving feedback. This approach allow the students to study the relationship between purpose and form for a particular genre as they use the recursive process of prewriting, drafting, revision, and editing.

In Indonesia, GBA was introduced in 2004 when the 'KBK' curriculum is being implemented until the 'KTSP' was implemented since 2006. The implication is that the language competence suggested for preparing the students to communicate and take part in the society. Cerle-Murcia, Dornyet and Thurrell (1995) in Depdiknas (2004: 6) points that the main language competence that should be achieved in teaching of language is how someone be able to communicate in written or spoken language in a communication event. It means that by using the GBA in the teaching and learning activities, the students will be able to have language competence to communicate in written and spoken form in such context of situation and context of culture.

Richards (2007: 32) writes that a GBA, also known as text-based instruction (TBI) which sees communicative competence as involving the mastery of different types of texts. The text here according to Richards is a special sense to refer to structural sequences of language that are used in specific context in specific ways. This approach focuses on the outcomes or product of learning as starting point in course design then on class room processes.

In relation to the aims of the teaching of English in Indonesia stated on *Kurikulum Tingkat satuan Pendidikan (KTSP)*, that the students are hoped to be able to: 1) develop interactional competence in written and spoken form; 2) have awareness of the importance of English to compete; and 3) develop the students' understanding about the relationship between language and culture (Depdiknas, (2006: 2). Based on the aims above, GBA has the same orientation that the students are guided to understand such kind of text (transactional and

interpersonal) in written and spoken form, and to enable the students to communicate with other people in daily life. It means that the student are emphasized to have communicative competence. The communicative competence according to (Richards 2007: 32) it involve being able to use different kinds of spoken and written text in the specific context of their use.

C. The Teaching of English Using GBA

1. The Essential of Teaching and Learning Program

A successful language program is based on many factors related to such elements as good management, planning, and administration, topics that are rarely included in TESOL (Teaching English in Schools to Speakers of Other Languages) training programs (Richards, 1985: 13). The quality of teaching and learning program based on the teachers' planning, the process, the evaluation, and the follow up of the evaluation of the teaching and learning activities. It depends on how the teachers modify aspects in to an effective and efficient teaching and learning system.

The effectiveness of the teaching and learning activities represent how the teachers plan and organize the activity. Ornstein and Lasley stated that the teachers' planning is a form of decision making. Planning a lesson involves decision in two areas:

- a). Subject matter knowledge, concerning organization presentation of content, knowledge of student understanding of content, and knowledge of how to teach the content; and b) Action system knowledge, concerning teaching activities such as diagnosing, grouping, managing, and evaluating

students, implementing instructional activities and learning experiences (Ornstein and Lesley, 2000: 124).

A teaching and learning program is a short-term to predict what to be done in the teaching and learning activities. The teaching and learning program are covered on the lesson plan. Lesson plan is an effort to predict the activities to transform the knowledge to the students. Based on the Competence Based Curriculum “(KBK)”, the lesson plan should depend on: based competencies, the standard of materials, indicator, class-based evaluation (Mulyasa, 2005: 74)

The lesson plan of 2004 curriculum should be stand on three (3) activities, such as: the identification of problems, formulation of based competencies, and construct teaching learning activities or lesson plan (Mulyasa, 2005: 75). Teaching and learning program is a main part of curriculum development which begins with the notion of syllabus. Syllabus is a specification of the content of a course of instruction and lists what will be taught (Richards, 2001: 2). The implementation of 2004 and 2006 curriculum is how the teacher design and analyze a syllabus and implemented it based on the characteristic of the local area where the teacher live.

According to *KBK* and *KTSP* curriculum, syllabus is an instructional plan of a group of subject matter or topics which are consist of standard of competency, base competency, teaching materials, teaching and learning activities, indicators, evaluation, time allocations, and teaching and learning sources. The teaching and learning program based on ‘*KBK*’ and ‘*KTSP*’ curriculum known as ‘*Silabus*’ (syllabus) and ‘*Rencana Pelaksanaan pembelajaran*’ (*lesson plan*).

The syllabus of GBA according to Richard is a type of mixed syllabus which integrates reading, writing and oral communication and which teaches grammar through the mastery of texts rather than isolation (Richards, 2007: 33). The syllabus is conducted as a path used by the teachers to gain the instructional objectives. The content of the syllabus involve the achievements of the skills (listening, speaking, reading and writing), language components (vocabulary and grammar) and expressions.

The program of teaching and learning activity is a system consists of components which are correlated each other and built steps in the activities to gain the main goal (Mulyasa, 2005: 78). In this term, teacher and students are the key factor in realizing the goals based on the phase which is formulated. The ability to analyze language demands and language use contributes to the development of effective teaching programs that facilitate spoken and written language development.

2. The Effectiveness of Teaching and Learning Program

Effective teaching is an indicator to determine meaningful teaching learning process which influences learners to participate intensively (Nurkamto, 2005: 7). Williams and Burden (1997: 47) points that there are nine kinds of factors contributing to effective teaching: the presentation clear, teacher has interest to teach, mixture of strategies to activate the students during the lessons, students' achievement is a priority in the classrooms, opportunity to learn standard material, acknowledgement and stimulation of student ideas, criticism, use of

structuring comments at the beginning and during lessons, guiding of students answer.

Teaching learning program is a crucial aspect in educational events. An effective teaching learning program will become a good indicator to determine an educational quality in an institution. The standpoint aims to present teaching as a self-conscious enquiring enterprise whereby classroom activities are referred to theoretical principles of one sort or another. According to Widowson (1990: 1), the theoretical principles of teaching may come from variety of sources: from the teachers' experience or his/her experiment of other teachers, from sudden inspiration insight, from documentation of conventional wisdom. But whatever it comes from, the theory need to be made explicit and have relevance to pedagogy to be affectively assessed.

It cannot be denied that individual teacher may highly effective in making their own way of teaching by a spontaneous sense of direction, or imitate an experienced teacher. The effectiveness of teaching cannot be equated with its rational accountability. In any classroom there will always be aspect of classroom encounter of practical interaction, which will defy the reduction to generality (Widowson, 1990: 1). Good teachers do things well and know conceptually what they do them well; they have an explanation for what grounds their practice. Good teachers also know what goals they plan to achieve and how they will "move" students toward realizing those goals (Ornstein and Lesley, 2000: 5).

An effective teacher is not only a skillful and knowledgeable classroom practitioners. It means that, the teacher should know how to develop and adapt materials, to plan and evaluate teaching and learning activities, to adapt teaching to students needs, and to function within an institutional setting. According to Mcrobbie (2000: 1), there are two broad dimensions of teacher effectiveness: (1) the level of knowledge and skills that teacher brings to the classroom, and (2) classroom practice.

Students' participation in the process of teaching and learning activities depends on the teachers' role to stimulate the students. The method used by is an important aspect. According to Richards and Rogers (2001: 20-31), method includes approaches, design, and the teaching procedure. Approach refers to theories about the nature of language learning that serve as the source of practices and principles in language teaching: Design is the level of method analysis that consider: (1) what the objectives of the method are, (2) how language content is selected and organized within the method, (3) the type of learning tasks and teaching activities the method advocates, (4) the role of learners, (5) the role of teachers, and (6) the role of instructional material (Richards and Rogers 2001: 24); and procedure encompasses the actual moment-to-moment techniques, practices, and behavior that operate in teaching a language according to a particular method (Richards and Rogers, 2001: 31).

The previous aspects of method mentioned are correlated. Approaches constituted design, design constituted procedure. It means that the implementation

of teaching techniques in the classroom should following the design and the approaches used in the process of teaching and learning activities.

3. Language Teaching and Learning Using GBA

In the term of teaching language, it is well known two items 'language acquisition and language learning. Language acquisition is the naturally acquiring the language by a child. The child at the first time acquires the first language or the mother tongue (Stern, 1992: 21). Language learning is a conscious process of using the language. The learners have awareness of the important of the language and use it in communication (Karshen, 1982: 1). Widdowson, (1991: 20) also writes that learning is a process of aware intervention that happens naturally and process of acquisition is monitored, so the elements which have been learned are attached on to elements which appear spontaneously from the domain of the unconscious. Two process, then, acquisition, which is natural, unconscious, primary, and causative; and learning, which is unnatural, conscious, auxiliary, and corrective.

From the previous definition, it can be said that language acquisition and language learning is different. However, in daily life acquisition and learning are occurred together in the process of teaching and learning in the classroom. Individual growing and living in given societies require, to varying degrees, new languages (second languages) after they had learned their first language. To help

these individual to learn the second language needed is by language teaching (Stern, 1996: 20). Stern defines teaching language as follows:

The activities which are intended to bring about language learning. Language teaching is more widely interpreted than instructing a language class. Formal instruction or methods are included; but so individualized instruction, self-study, such as radio or television. Likewise, the supporting activities, such as preparation of teaching materials, teaching grammars, or dictionaries, or the training of teachers, as well as making the necessary administrative provision inside or outside an educational system_ they all fall under the concept of teaching (Stern, 1996: 21).

In addition, Richard states that in recent years, language learning has been viewed from a very different perspective, such as:

a) interaction between the learner and users of the language; b) collaborative creation of meaning; c) creating meaningful and purposeful interaction through language; d) negotiation off meaning as the learner and his or her interlocutor arrive at understanding; e) learning trough attending to the feedback learners get when they use the language; f) paying attention to the language one hears and trying to incorporate new forms into one's developing communicative competence; and g) trying out and experimenting with different ways of saying thing (Richards, 2007: 5).

Language teachers – probably more than other professionals-find that they are constantly bombarded from all sides with a surfeit of information, perceptions, directions, advice, suggestions, innovations, research result, and what purports to be scientific evidence.

The aim of teaching language is developing students' competency to communicate in written and oral form; it was suggested to be implemented in cyclical process (Depdiknas, 2004: 1). The process done in four stages in a Teaching-Learning Cycle which are aimed at providing support for learners as they move from spoken to written text (Hammond et al, 1992: 17). They involve

the selection and sequencing of classroom tasks and activities and are related to starting points of text or type of text.

The four stages of the Teaching-Learning Cycle according to Hammond et al (1992: 17) and Depdiknas (2004: 84-6) are:

a. Building Knowledge of Field (BKF).

This step is used to introduce a new genre or new topic to be talking about. It is an interactive activity between teacher and students, and among the students themselves. The activities in BKF consist of cultural context (learners are able to explore cultural similarities and differences related to the topic), shared experience, control of relevant vocabulary (learners try to build up an extend vocabulary relevant to the topic or text type), and grammatical pattern (learners practice grammatical patterns relevant to the topic or text type). In this step, listening comprehension begin (Hammond et al, 1992: 19).

b. Modeling of Text (MT)

It is recommended that teachers concentrate mainly on the context of schematic structure with minimal attention being given to language features. The activities in MT consist at least: Cultural context, social function, schematic structure, linguistic features, and using spoken language to focus on written text. In this step, reading is dominant. It is focused on analyzing the genre through a model text related to the course topic.

In this stage, learners read the model of text with the teacher, with other students or alone, develop an understanding of social function and purpose of the text, and overall organization and development of the text (Hammond et al, 1992: 20).

c. Joint Construction of a Text (JCT)

JTC use to reinforce generic purpose and structure, depending on the student ability to understand and gain control of these aspect of genre, it may be advisable to back to modeling stages and focus more closely on the genre's language features and grammar.

Classroom task and activities at this stages according to Hammond et al, (1992: 22) enable learners to: (1) investigate the relation between the topic of field to the purpose of the genre, (2) contribute knowledge of the field in the shared construction of the text, (3) negotiate with teacher and other students regarding the most appropriate organization of knowledge about topic into a written text, (3) represent on knowledge of schematic structure and linguistic features of the genre, and (4) enlarge an understanding of some of the differences between talking about a topic and writing about it.

d. Independent Construction of the text (ICT).

Before moving to this stage, the teacher needs to assess if the learners are ready to construct the text independently. According to the need of the learners, it may necessary to recycle some of the tasks and activities at earlier stages. In this

stage, students are prepared for independent construction of text in the same genre, such as research, note making, observation, interviews, and reading. Classroom task and activities at this stages enable learners to: (1) incorporate knowledge of schematic structure and grammatical patterns into their own writing, (2) produce written text that approximate control of the genre, (3) read other examples of the genre in context outside the classroom, and (4) feel confident about writing the genre in context outside the classroom (Hammond et al, 1992: 24).

Each of these stages comprises numbers of activities. This curriculum model is cyclical and as such it can be entered at any point. It is useful when introducing a new genre for the first time, however to begin with – stage one - Building Knowledge of Field, stage two - Modeling before attempting, stage three - Joint Negotiation, and stage four is independent construction of text according to Hammond et al (1992: 17) and Depdiknas (2004: 84-6). The curriculum cycle can be seen in Figure 2.2.

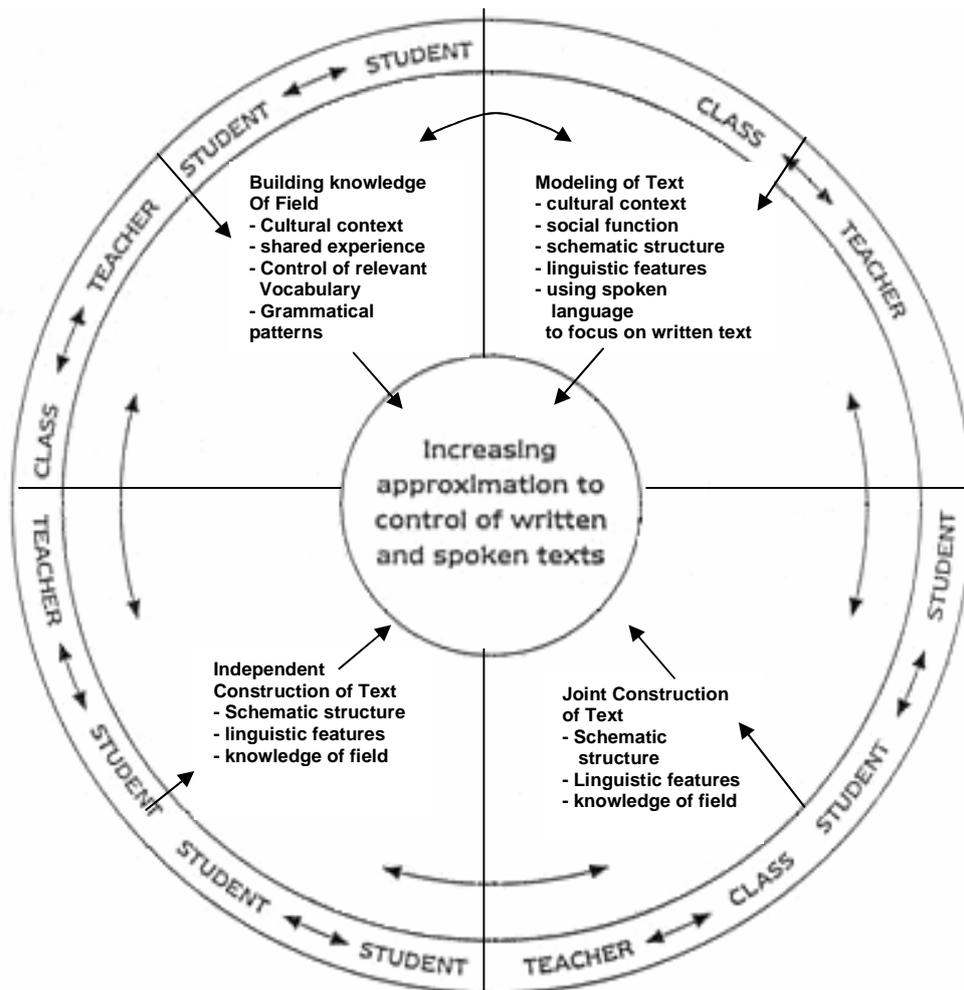


Figure 2.2. *The Teaching-learning Cycle*

Based on the previous phase process, Yan (2005: 20) suggests three general guidelines in applying the GBA: (1) the role of assistant and guide should be adopted by teacher and encouraged the students to work closely, offering helpful feedback and suggestions, (2) writing strategies should directly trained, and (3) in teaching writing class, teacher should include the listening, speaking, and reading skills.

Typically, according to Yan (2005: 20), the teaching procedures for the process genre approach divided into the following six steps: (1) preparation, (2) modeling, (3) planning, (4) joint construction, (5) independent constructing, and (6) revising.

D. Teachers' Competence Required to the Implementation of GBA

1. The Nature of Competence

It is better to distinguish first between competence and performance because they are two terms inseparable and correlated each other. Scientists and philosophers have operated with the basic distinction between the two terms such as: competence refers to ones underlying knowledge of a system, event, or fact. It is nonobservable ability to do and perform something. Performance is the overtly observable and concrete manifestation or realization of competence. It is an actual activity in doing something (Brown, 1994: 31 and Brown 2000: 30).

Savignon also defines competence as a presumed underlined ability, while performance is the overt manifestation of that ability. Competence shows what one knows, and performance is what one does. (Savignon, 1997: 15). In relation to language, Brown pointed that

competence is ones underlying knowledge of the system of a language _ its rules of grammar, its vocabulary, all the pieces of language and how those pieces fit together, performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events (Brown, 2000: 31).

It seems that competence and performance cannot be separated, because they are correlated. Thereby performance is observable, and is only through performance that competence can be developed, maintained, and evaluated.

2. The Competence of Teachers

Teachers' competence refers to the ability to teach. According to Mulyasa (2005: 26), teachers' responsibility is not only to inform and transfer knowledge to the learner, but should be trained to be a facilitator to the learner. In describing teachers' skills, it is possible to compare teachers according to whether they are trained or untrained and whether they are novice or experienced.

Richard (2001: 210) also writes that the training dimension refers to possession or professional qualification in language teaching; and experienced refers to classroom experience. Teachers' knowledge of teaching can be achieved by participating educational training program and by experience in teaching.

Competencies offers one way teachers can be evaluated and also suggest that a teaching knowledge can be devised and agreed upon. According to Ornstein and Lesley, there are ten competencies that the teachers are expected to exhibit:

- a) plan instruction at variety of cognitive level;
- b) can state pupil outcomes in behavioral terms;
- c) identifies and evaluates learning problems of students;
- d) knows how to organize and use appropriate instructional materials;
- e) uses a variety of instructional strategies;
- f) uses convergent and divergent inquiry strategies;
- g) establishes transitions and sequences in instructional that are varied;
- h) modifies instructional activities to accommodate learner needs;
- i) demonstrate ability to work with individuals, small groups, and large groups; and
- j) demonstrate knowledge in the subject areas (Ornstein and Lesley, 2000: 51-2).

3. Components of Teachers' Knowledge.

Richard (2001: 210-211) writes that core components of teachers' knowledge include the following:

a) *practical knowledge*: the teachers should have collections classroom techniques and strategies; b) *content knowledge*: the teachers should understand well the subject of TESOL; c) *contextual knowledge*: the school or institutional context, school norms, knowledge of the learner, including cultural and other relevant information should familiar by the teacher; d) *pedagogical knowledge*: the teachers should have capability to reorganize content knowledge for teaching purposes, and to plan, adapt, and improvise; e) *personal knowledge*: the teacher should has his own beliefs and principles and his/her individual approach to teaching; f) *reflective knowledge*: the capacity of the teacher to reflect on and assess his or her own practice (Richard, 2001: 209-210).

According to Schulman in Ornstein and Lesley (2000: 507), teachers need to master two types of knowledge: a) *content*, also known as “deep” knowledge of subject itself; and b), *knowledge* of curricular development. It means that the teachers have deep understanding of the subject matter s/he teach based on the curriculum operated at that time. Ornstein and Lesley added that the content of knowledge is more important because it deals with the teaching process, including the most useful forms of representing and communicating content and how students' best learn the specific concepts and topics of a subject (Ornstein and Lesley, 2000: 507).

In line England point out that the successful of teaching English as a foreign language how far the teachers acquire and develop knowledge about teaching competency. England writes that effective English language teachers are:

obliged to look carefully at their professional development in order to improve their experiences in classrooms and to minimize burnout. The vast majority of teachers is self-directed and want to understand the complexity of their task and that of their students. As educators of others, teachers intrinsically want and need to participate in ongoing development and change in their own professional lives. Teachers need to be supported in their efforts. Too many good teachers have become worn down and ineffective as a result of unimproved, traditional teaching assignments that characterized earlier ELT (England, 1998: 2).

4. The Role of Teachers in the Teaching and Learning Activity

A role can be defined as the part taken by a participant in any act of communication (Ellis and McClintock in Richards and Lockhard, 1996: 97). According to Richards and Lockhard, the role of teachers is primarily an occupational role, encoded by the nature of school and of teaching. The teachers interpret their roles in different ways depending of the kinds of school in which they work, the teaching method they employ, their personalities, and their backgrounds.

Richards (1985: 23) points out that typically, methods turn most critically on teacher roles and their realization. For example, in the classical audio-lingual method the teacher is regarded as the source of the source of language learning. For a functional/communicative method, the roles of teacher have been described in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objective of the first role and

arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer or resources and as resource himself, second as a guide within the classroom procedures and activities. ... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning, and organizational capacities. (Breen and Candlin in Richards, 1985: 24)

The communicative language teaching (CLT) according to Richards (2007: 5) involves new roles of the teachers and the students in the classroom. The teachers have to assume the role of facilitator and monitor rather than being a model for correct speech and writing. The teacher had to develop to develop a different view of learners' errors and of her/his own role in facilitating language learning.

The use of GBA aimed to develop students' ability to construct texts, and to prepare the students to communicate and take part in the society using the target language. To communicate in the target language, students need knowledge of the linguistic forms, meanings, and functions (Freeman, 2000: 128).

5. The Communicative Competence Required by the Teachers.

The goal of language teaching is to acquire communicative competence: the ability to use the language properly and appropriately to achieve communication goals. The desired outcome of the language learning process is the ability to communicate proficiently, not the ability to use the language exactly as a native speaker does. It is meaning nothing if some one masters the rules of sentences in a language and still not be very successful at being able to use the language for meaningful communication.

In line, Richards (2007: 4) states that: communicative includes the following four aspects of language knowledge:

First, knowing how to use language for a range of different purposes and functions; second, knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); third, knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations); and fourth, knowing how to maintain communication despite having limitations in ones' language knowledge (e.g. through using different kinds of communication strategies) (Richards, 2007: 4).

There are 5 (five) characteristics of communicative competence according to Savignon (1997: 14-15), such as: (1) it is a dynamic not a static concept. It said to be interpersonal rather than an intrapersonal trait, (2) it applies both written and spoken language, (3) the context of communicative competence is specific based on the situation it take place, (4) it presumed underlying ability, and (5) it is relative, not absolute and depend on the cooperation of all participants.

Communicative competence according to Savignon (1997: 40-44) that should be achieved by language learners are:

1. *Linguistic competence* is the mastery of linguistic code, the ability to use the grammar, syntax, and vocabulary of a language.
2. *Sociolinguistic competence* knows how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. It requires an understanding of social context in which language is used.

3. *Discourse competence* is the ability to interpret to interpret a series of sentence and the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.
4. *Strategic competence* knows how to recognize and fix communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. It is strategies that one uses to compensate for imperfect knowledge of rules.

In the early stages of language learning, teacher and students may want to keep in mind the goal of communicative efficiency: That learners should be able to make themselves understood, using their current proficiency to the fullest. The students acquire language proficiency by learning the language and use it to communicate whether in written and also spoken form.

Generally, in teaching English, especially in using GBA, teachers usually encounter with constraints when talking about communicative competence. These constraint includes: (1) the strategy how to make the students speak up, (2) how to make them understand a reading text easily, and (3) how to make them write a short text correctly. Hopefully teachers are able to plan an effective instructional materials, implemented it in language teaching, and the all the goals are achieved by the students.

According to Richard (2005: 1):

effective instructional materials in language teaching are shaped by consideration of a number of factors, including teachers, learner, and contextual variables. Teacher factors include the teacher's language proficiency, educational training and teaching experience, cultural background, and ideal teaching style. Learners' factors include learner's needs, their learning style preferences, their interest, motivations. Contextual factors include the school culture and environment, classroom condition, class size, and availability of teaching resources in situation where the materials will be used.

The 2004 curriculum recommended the teacher to develop syllabus based on the local or the teachers' work place. Hopefully, the teachers are capable to formulate the syllabus as a regulation to develop student's achievements. For this point of view, the teacher should plan the teaching and learning activities. The planning should base on three steps: to identify the teaching and learning requirement, formulate the competence that should be achieved, and compile the teaching and learning program (Mulyasa, 2005: 79).

Additionally, Hammond points two steps in planning and teaching a language program such as: First, planning the program from topic, and planning the program from type of text. Each step included planning, teaching, and assessment: evaluation.

E. Related Research on GBA

A relevant research done by Benedict Lin in the title of 'GBA' and Vygostkian Principles in ELT: The case of a University Writing Course in 2006. The paper documents an initiative in introducing a GBA to EFL teaching in Japanese University context, in third-year writing program.

Lin introduced a simple model for developing complete lesson units or cycles around text types or genres to be taught, and has as its ultimate aims helping learners to *do* things with language independently through mastery of text types and genres (Lin, 2006: 8-9). Each cycle has as its central focus a chosen text type or genre, and consists of a fixed sequence of stages. Descriptions of the cycle vary in small ways, but four phases essential for developing control of a genre. According to Lin the curriculum cycle is implemented, namely: Context Exploration, Text Exploration based on Model Text, Joint Construction of a Text, and Individual Application.

In his research, Lin found that informal feedback from the students and instructor involved has been very positive. From the student: First, the use of model text and the teaching of particular grammatical features as very helpful in knowing how to go about writing text of similar genres. Second, specific learning units have help them in writing their graduation essays, showing their ability to transfer their learning to other context. The instructor, on the other hand, appreciated the consistency of the pedagogical cycle, which at the same time allowed for a variety of task and activities.

Genre-based teaching is most readily applicable to writing instruction, and has most extensively been used for it, it may be and has been applied to the teaching of listening, speaking, and reading, following pattern to that described. Lin pointed out that through the Curriculum Cycle model, student may be helped in similar way to manage particular genres of spoken conversation. But, according to Lin, there are of course, potential difficulties and limitations associated with

genre-based approach. The difference between this study is and what that Benedict Lin apply an action research, while this study is a naturalistic study.

F. Rationale

Based on the theoretical orientation and the related research, GBA can be defined as a cyclical process of teaching English as a foreign language through genre. The cycle consists of kinds of activities that entangle both the teacher and the students to take part thoroughly to make the students comprehend the four skills (reading, listening, speaking and writing) and also the two elements (vocabulary and grammar). The cycle is divided in stages, where, each stage has its own characteristics, activities, and goals, and skills to be achieved.

In the teaching and learning activity, the teachers have autonomy to determine the topic of the text based on the text type to teach. Each stage needs average 4 X (4 X 45 minutes), therefore the four stages are implemented on 8 X (4 X 45 minutes). The English teachers have to master all the text types, the activity on each the stages before teaching the students.

In implementing the GBA, the English teachers should have acquired competencies to show the way of studying English through each stage of the curriculum cycle. A well preparation will make the teaching and learning activities run successful.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In order to get deep understanding about the implementation of GBA in the teaching of English and how this approach influences the students of SMA Negeri 1 Surakarta's proficiency, the researcher uses qualitative research in the form of naturalistic method. The reason is that qualitative research was based on natural setting or in entity context. Natural setting means the classroom in SMA Negeri 1 Surakarta where the teaching and learning activities take place, and entity context means the process of teaching and learning English using GBA.

The other reason why using qualitative research is based on the aims of this study that this research is done to investigate the implementation of GBA in teaching English in SMA Negeri 1 Surakarta; how far this approach influenced the student proficiency in learning English; What difficulties faced by the teachers and how to overcome; and what is the teachers perception about it. Fraenkel and Wallen (2000: 502) write that qualitative research is a research studies that investigate the quality of relationships, activities, situations, or materials in a particular activity or situation. In this research, the researcher tries to describe detail all of what goes on in the process of teaching and learning activity using GBA.

There are at least two features of the qualitative research that should be taken into account. First, the researcher herself as the instrument in conducting this study. Second, the purpose of the research is to learn about some viewpoint of the social world. It has been pointed out by Rossman and Rallis (1998: 6) that:

Qualitative research has two unique features: (a) the researcher is the means through which the study is conducted, and (b) the purpose is learning about some facet of the social world. Both these characteristics are integral to a view of learning that sees the learner as a constructor of knowledge rather than a receiver of it. From this perspective, the learner accumulates data, not reality itself but rather representations of reality. The learner transforms these data, through analysis and interpretation, into information. When put to practical use, through judgment and wisdom, to address recurring social issues, information becomes knowledge.

In this study, the researcher uses the form of naturalistic method, which assumes that human sense and attitude are understandable by their natural setting. The researches do their research in natural settings rather than in laboratories or through written surveys.

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds complex, holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting (Creswell in <http://www.Qualitative Inquiry.htm>, 2007: 1).

The situation is natural and become function as sources of data. It is a major concern to qualitative researcher (Fraenkel and Wallen, 2000: 502-3). The reality exists empirically or the researcher should take part on the event, not the method that is used. The researcher position is not just looking from the distance, but she observes directly the teaching and learning activity, makes an interview and also participates on the event of the teaching and learning activity. It concern to the teaching and learning activity in natural setting. Natural setting means, the

place where the activity takes place, whether in the classroom, in the library or other suitable places without any interfere from the researcher. Lincoln and Cuba (1985: 39) says that in naturalistic approach, the researcher make himself as an instrument to identify, and has proportion to clarify the deviation which exist.

The reasons why the researcher using naturalistic method as stated by Lincoln and Cuba (1985: 39-41) beside human being as the instrument, naturalistic approach have characteristic as: (1) human realities cannot be separated from their context, and their observable parts. They are whole in parts; (2) the use of tacit knowledge is valid. The Intuition and feelings are is as valid as the knowledge in the language to express the reality; and also to the human being, (3) the result of the research is important to negotiate and interpreted between researcher and the target, (4) the interpretation of the data is ideographic or specific, and (5) the result of the research is tentative .

B. Time and Place of Research

This research was conducted in SMA Negeri 1 Surakarta which is located in Jalan Mongonsidi No. 40 Surakarta, telp (0271) 652975. The determination of the place was not based on any specific qualification, but it was chosen constantly because of any specific criterion.

Before the research location was chosen, the researcher tried to seek out the field where the research conducted. At the first time, the researcher came close to the teachers of English at SMA Negeri 1 Surakarta to examine whether they use genre-based as an approach in teaching English. The researcher found that SMA

Negeri 1 Surakarta has been using GBA for two years, so the researcher decided to conduct the research there.

The following Table shows the schedule of research activity at SMA Negeri 1 Surakarta.

Table 3.1. The Schedule of Research

Time	Activity
April - June 2007	Designing the research proposal and getting the approval
July 2007	Seminar on thesis proposal
August – November 2007	Observing, collecting, and analyzing data
December 2007	Reporting the observation
January – February 2008	Writing the research findings and discussions
March 2008	Having seminar on the thesis, revising and submitting the thesis

C. Source of the Data and Data

The data was collected in the form of information based on the implication of Genre-Based Approach in the teaching and learning of English in SMA N 1 Surakarta. All the data are in the form of statement taken from 3 sources, as:

1. Events

It is the process of teaching and learning activities of English in SMA Negeri 1 Surakarta using GBA in the classroom.

2. Informants

They are the English teachers of SMA Negeri 1 Surakarta who apply GBA in the teaching of English on grade X, XI, and XII.

3. Documentation

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

D. Technique of Data Collecting

Based on the sources of the data, the instrument of data collection are in the form of:

1. Observation.

According to Hoepfl (2006: 1), the classic form of data collection in naturalistic or field research is observation of participant in the context of a natural setting. Observational data are used for the purpose of description-of settings, activities, people, and meanings of what is observed from the perspective of the participants.

Observation focused on the process of teaching and learning activity using GBA. In the observation, the researcher goes behind the process of teaching and learning of English from the beginning to the end of the activities. Here, the teacher and the students' activities are examined deeply. Observation lead to

deeper understandings, because it provides a knowledge of the context in which the event occur, and it enable the researcher to see things that the participants themselves are not aware of, or that they are unwilling to discuss (Patton in Hoepfl, 2007: 2).

2. Interview

An interview is a direct face-to-face attempt to obtain reliable and valid measurement in the form of verbal responses from one or more respondents. It is a conversation in which the roles of the interviewer and the respondent change continually (Key, 1997: 6).

The interviews are focused on interviewing the English teachers in SMA Negeri 1 Surakarta. Qualitative interviews may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis, or other techniques (Bogdan and Biklen, 1982: 135).

In this study, the researcher use *in-depth interviewing* research type to investigate deeply the interviewer last experience, expectation, about teaching of English using genre based approach. In-depth interviewing was the technique used in this research. Bungin (2003: 67) states: “*Dengan wawancara mendalam, bisa digali apa yang tersembunyi disanubari seseorang, apakah yang menyangkut masa lampau, masa kini, maupun masa depan.*” In the simple way of thinking, in-depth interviewing means something in the heart relates to the past, at present, even in the future can be searched deeply. On the other way round at the very heart of human ability is that to symbolize their experiences through language.

According to Schuman,

the assumption in using this type of interview is that the meaning people make of their experience affects the way they carry out the experience. The purpose of *in-depth interviewing* is not to get answer to question, nor to test hypotheses, and not to evaluate. At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of the experience (Schuman, 1991: 1).

The aim is to get information directly about the implementation, the effectiveness of the use GBA in process of teaching and learning of English.

3. Documentation

Another source of information that can be invaluable to qualitative research is analysis documents (Hoepfl 2006: 3), and the documents might include official records, letters, newspaper accounts, diaries, and reports, as well the published data used in review literature.

The analysis of document are focused on the chosen documents, include data of the students; enlist of score, teachers' lesson plan, record of students' progress in learning English. The aim is to contribute the data observation and data interview.

E. Trustworthiness

Qualitative researchers do not use the terms of validity and reliability. Instead they are concerned about the trustworthiness of the research. Before the information become research data, that empirical data are being examined to justify the credibility. The data credibility became the starting point to gain conclusion. According to Lincoln and Guba (1985: 290), the basic issue to

trustworthiness is: How can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of? In this study, the researcher determines four criteria to use as the techniques of trustworthiness inquiry. They are: credibility, transferability, dependability, and conformability (Moleong, 2007: 324).

In credibility, the researcher uses to seek out the compatibility between the constructed realities that exist in the minds of the inquiry's respondents and those that are attributed to them. Transferability is the extent, to which the finding can be applied in other context or with other respondents. Dependability: an inquiry must provide its audience with evidence that if it were replicated with the same or similar respondents (subject) in the same (similar) context, its finding would be repeated. Conformability: that is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher (<http://www.gifted.uconn.edu/siegle/research/qualitative/trust.htm>).

F. Technique of Data Analysis

Qualitative research is a broad approach to the study of social phenomena; the approach is naturalistic, interpretive, and draws on multiple methods of inquiry (Denzin in Rossman and Ralls, 1998: 7). Bogdan and Biklen in Hoepfl (1997: 9) define qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.

In analyzing data, the researcher use Constant Comparative Method. This technique use to compare events that will happen in the field continuously (Glaser and Straus in Lincoln and Cuba, 1985: 339-44). Steps in conducting a 'constant comparative method' are: (1) Comparing incidents applicable to each category. In this step/stage, the researcher did two activities, such as: coding and comment based on the note; (2) Integrating categories and their properties. This step/stages start with comparing incidents with other incidents classified in to the same categories to comparing the incidents to the primitive version of rules (properties) describing the category; (3) Delimiting the theory, delimiting begin to occur at the level of the theory or construction, because fewer and fewer modification will be required as more and more data processed, and (4) Writing the theory.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explores the finding of the study and the discussion in relation to answer the problem statements as mentioned on Chapter I. This finding is divided into four main parts. The first part is the description of the implementation of GBA. The second part is the description of the English teachers' perception of GBA. The third part the description of the difficulties and the solutions of the problems faced by the teachers in implementing the GBA. Moreover, the four parts is the description of the way the teachers of SMA Negeri 1 Surakarta acquire and develop knowledge about GBA.

A. Research Findings

The following table is the summary of issues arising based on the research findings to answer the fifth problem questions stated on Chapter I of this study.

Table 4.1 Issues Arising Based on the Research Findings

Research Question	Issues Arising
1. What is the implementation of GBA in the Teaching of English in SMA Negeri 1 Surakarta	a. The objectives <ul style="list-style-type: none"> • Based on the aims stated on KTSP curriculum b. Syllabus <ul style="list-style-type: none"> • Text-based Syllabus c. Strategies and Procedures <ul style="list-style-type: none"> • The steps in curriculum cycle • Varied strategies and procedures d. Types and Function of Genre <ul style="list-style-type: none"> • Twelve text types based on KTSP curriculum with different function. e. Students Roles The main subject

	f. Teacher Roles
	<ul style="list-style-type: none"> • Motivator, facilitator, controller, director and resources

2. What is the English Teachers' Perceptions of GBA	<p>a. English Teachers' Perceptions of GBA in the Teaching of English as a Foreign Language</p> <ul style="list-style-type: none"> • The teaching of text types • Make the students to understand different types of English text. • Required many factors to be mastered by the teacher. • Emphasizes the teachers to study hard <p>b. The English Teachers' Perceptions of GBA in Improving the Students English Proficiency</p> <ul style="list-style-type: none"> • Able to communicate • Criticize a film show • Get information • Product/write texts • Master the text types • Language skills improved • Master the four language components
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3. What difficulties do the teacher faced in implementing the GBA	<p>a. Students' side</p> <ul style="list-style-type: none"> • the difference of the students' language competence to understand, to differentiate, to master, and to know the content of each text types. • the mastery of English grammar; • the lack of vocabulary to construct a short text; • the limit of time for the students to do the task <p>b. Teachers' side</p> <ul style="list-style-type: none"> • The teaching of text types • Make the students to understand different types of English text. • Required many factors to be mastered by the teacher. • Emphasizes the teachers to study hard • The Understanding of GBA • The Mastery of Text Types. • The Participation in the Educational Meetings/Training
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4. How do the teachers overcome the difficulties in implementing the GBA in the process of teaching English?	<p>a. Use different strategies of teaching and learning text types</p> <p>b. Spend more time to study hard, share with the other teachers</p> <p>c. Participate in the MGMP meetings</p>
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5. How the Teachers of SMA Negeri 1 Surakarta Acquire and Develop Knowledge about GBA	<p>a. Workshops in region level, and school level, MGMP meetings (each month), and Revitalization program.</p> <p>b. Share with other English teachers.</p> <p>c. Search materials from Books and Internet</p>
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1. The Implementation of GBA in the Teaching of English in SMA Negeri 1 Surakarta.

The descriptions of the implementation of GBA are based on the six dimensions: a) The teaching and learning objectives; b) model of syllabus; c) strategies and procedure of teaching and learning activities; d) types and function of genre in the teaching and learning activities; e) the students' role; and f) teachers' role in the teaching and learning activities.

a. The Teaching and Learning Objectives.

The following table is the summary of issues arising on the implementation of GBA concerning to the teaching and learning objectives.

Table 4.1.1. Issues arising based on the Teaching and Learning objectives

The objectives	Issues Arise
To enable the students to understand and differentiate various type of texts.	<ul style="list-style-type: none"> • Relevance to the aims stated on the KTSP curriculum • Stated on the syllabus and the lesson plan • Based on Competence Standard and Base Competence • Specification of objectives to achieve by GBA

Based on the interviews with the teachers, it indicated that the objectives of the teaching of English at SMA Negeri 1 Surakarta using GBA is to enable students to understand various types of text. Besides, the students are able to differentiate the text types. As stated by Teacher AS that: "*Pendekatan tekstual: pada intinya siswa disuruh memahami macam-macam teks, dimana teks itu*

banyak seperti narrative, recount, analytical, report, dll. Siswa diharapkan mampu membedakan macam-macam teks tersebut”.

Teacher AS mentioned that the type of texts to teach includes narrative, recount, analytical exposition, report, and description. Accordingly, Teacher YK pointed out that by using the “Genre Approach”, the students are able to know different types of text. The target is that students are able to produce texts. *“Dengan adanya “Genre Approach” ini, siswa jadi tahu tentang bermacam-macam reading teks. Penggunaannya dapat melatih siswa untuk ‘produksi’ teks”.*

The teachers statements in line with the aims of the teaching of English as stated on the “*Kurikulum Tingkat Satuan Pendidikan (KTSP)*” that is to enable students to: 1) develop interactional competence in written and spoken form; 2) have awareness of the importance of English to compete; and 3) develop the students’ understanding about the relationship between language and culture. In relation to these aims, the students are guided to understand such kind of text (transactional and interpersonal) in written and spoken form, and to enable the students to communicate with other people in daily life. Interactional competence means the ability to communicate with other people

The text types that are suggested by the *KTSP* curriculum are: “recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review” (Depdiknas, 2007: 2). Each text types have its own characteristics and purposes to achieve in the communication event.

The aims of the teaching of English in senior high schools stated on KTSP curriculum known as “*Standar Kompetensi*” (Competence Standard) and “*Kompetensi Dasar*” (Base Competence). The Competence Standard and Base Competence is the path in conducting/planning the teaching and learning programs or “*Silabus*” and “*Rencana Pelaksanaan Pembelajaran (RPP)*”. The “*Silabus*” and “*RPP*” are guidelines and basis for developing the items to teach which consist of: 1) types of the teaching and learning activities; 2) indicators; and 3) evaluation.

The objectives of the teaching and learning activities are stated on the “*Perangkat Pembelajaran*” especially in the “*silabus*” and “*RPP*” which is arranged by the English teachers of SMA Negeri 1 Surakarta. The objectives stated on the syllabus covered in the indicators that are specified on the “*RPP*” or lesson plan.

The following are the description of the Standard of Competency and Base Competency of the fourth language skills in the teaching of English according to *KTSP* curriculum. *Listening*, the students understand: a) the meaning in a transactional and interpersonal conversation; b) the meaning of short functional text and simple monolog text. *Reading*, the students understand the meaning of short written functional text and simple essay. *Speaking*, the students explore: a) the meaning in a transactional and interpersonal conversation; b) the meaning of short functional text and simple monolog text. Moreover, *Writing*, The students explore the meaning in short functional written text and simple essay.

In the teaching of English, the teachers of SMA Negeri 1 Surakarta try to make the students to be able to communicate through introducing different text types recommended on the 'KTSP' curriculum. The communication through text types/genres introduce the students to the whole of written text rather than the level of sentences. Hammond et al (1992: 13) writes that when developing literacy program, the teacher needs to introduce the students to the whole texts within an appropriate context of situation to discuss their purposes and to take account of the schematic structure of the text in discussion with the learners.

The teachers have to prepare well before the teaching and learning activity takes place. The teachers have to make preparation not only the text type to be taught, but also the strategy how to make the language communicable through the texts types. Richards, (2001: 262) points that preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson.

The successful of the teaching of genre depends on the quality of the teaching and learning preparation. Teacher RK commented that before teaching a text type, the teachers have to prepare the material to be used well, not only the lesson plan, but also the text to be taught, the supported materials needed and the strategy to be used in teaching and learning activity. In line with Teacher RK, Teacher SL commented that in the teaching of genre, the teachers have to have extra competence to prepare the materials s/he wants to teach.

The interview with the teachers and document analysis of this study shows that the English teachers in SMA Negeri 1 Surakarta have understand what have to achieve in the teaching of English using GBA. The teachers stated the

objectives based on the competence standard and base competence on the *KTSP* curriculum, and the objectives stated in the teaching of English are relevant to the aims stated on the *KTSP* curriculum.

b. The Model of Syllabus

The issues arising on the documentation study on the syllabus and the interview to the English teachers of SMA Negeri 1 Surakarta are shown on the following Table.

Table 4.1.2. Issues Arising Based on the Model of Syllabus

The model of syllabus	Issues Arise
Text-based syllabus	<ul style="list-style-type: none"> • An integrated syllabus • The content: text components, grammar, vocabulary expressions. • Listening, speaking, reading and writing skills • Types of text • The components: Competence Standard and Basic Competence, the teaching and learning materials, the teaching and learning activities, Indicators, evaluation, time allocation and source of tools. • Still difficult to construct specific lesson plan of the use of GBA

Based on the documentation study on the "*Perangkat Pembelajaran*": the format of the syllabus in the teaching of English in SMA Negeri 1 Surakarta is based on the *KTSP* curriculum. The model of the syllabus is a 'text-based syllabus' which is an integrated syllabus. The content of the syllabus enclosed components of text, such as: grammar, vocabulary, hence it is a type of mixed syllabus, one which integrates reading, writing and oral communication and which reaches grammar through the mastery of text rather than in isolation.

As stated by Teacher AS that syllabus is an instrument used to control the teaching and learning activities, the lesson plan (RPP) should inline with the organization of materials stated on the syllabus. The syllabus is the description and the organization of materials to teach, and the aims to achieve by the high schools students. It is an important point in *KTSP* which functioned as a 'Lesson Plan' in the teaching and learning activities. Teachers have to arrange/develop a syllabus since *KBK* is introduced and until the *KTSP* curriculum is implemented now.

Additionally, Teacher AS commented that in arranging the syllabus, teachers have to pay attention to the "Technical Guide of Syllabus Development of the English subject" or "*Petunjuk Teknis (Juknis) Pengembangan Silabus Mata Pelajaran Bahasa Inggris*". The steps in conducting a syllabus as follows: 1). Identification of Competence Standard and Basic Competence, and mapping the teaching and learning items; 2) Mapping of Competence Standard and Basic Competence; 3) Developing Indicators; 4). Developing materials of the teaching and learning. 5) Specify of the teaching and learning activities; 6) Specify the evaluation; 7) specify the time allocation; and 8) Source of tools and materials.

In order to make the students to be able to achieve the standard of competency and base competency, Teacher AS pointed out that the teachers have to determine what to be achieved in developing the indicators, because indicators are determinants in achieving the base competency and it is measured by the transforms of attitude, knowledge and skill. In conducting the syllabus, the teachers always try to share with the other English teachers

Bagian yang paling penting dalam menyusun silabus adalah menentukan indikator pencapaian tujuan, karena harus berdasarkan kompetensi dasar yang hendak dicapai.

In teaching of English using GBA in SMA Negeri 1 Surakarta, the students are hoped to be able to write short texts. According to teacher AS and base on the documentation study, not all text types are given to each grades of students. For example, on the eleventh grade, Teacher AS teaches narrative, descriptive, report, hortatory exposition, analytical exposition text. The distribution of text types of each grade can be seen on Table 4. It means Teacher AS enhance the hortatory exposition and descriptive text to the second grade, though the hortatory exposition was given on the second semester of the second grade, while the descriptive text was given on the second semester of the first grade. When the researcher confirm this, Teacher AS commented that he accomodates it based on the students competence.

Based on the interview and documentation study, it can be said that the syllabus and '*RPP*' have important role in the teaching and learning activity. The teachers have to follow what have been arranged on the syllabus in the teaching and learning activity.

c. Strategies and Procedures of the Teaching and Learning Activities.

The following table is the summary of issues arising on the implementation of GBA concerning to the strategies and procedure of the teaching and learning activities.

Table 4.1.3. Issues Arising Based on the Strategies and Procedures in the Teaching of English Using GBA

Strategies and Procedures in TLA	Issues Arising
Varied strategies and procedures	
a. Strategies	<p>The Strategies are different based on the topic and the text type teach:</p> <ul style="list-style-type: none"> • Show a film and criticized in teaching <i>review</i> text • Ss retell a text using pictures in teaching <i>explanation</i> text • Giving suggestions about something in teaching <i>hortatory exposition</i> • Teaching <i>procedure</i> text, by practicing the steps in making something in the classroom • Teaching <i>Narrative</i> text by writing ideals
b. Procedures	<ul style="list-style-type: none"> • Opening, implementation, and closing. • Did not have to follow the steps on curriculum cycle. • The consistency of teaching and learning materials to the syllabus. • Study the vocabulary and grammar before the content of the text • Write texts jointly (the teacher and the students). • Ss' presentation of discussion result. • Practice the steps of making something. • Write a procedure text

1). The Strategies

Based on the interview, the teaching of English in second grade of SMA Negeri 1 Surakarta was conducted in various strategies. According to teacher AS, in teaching genres, he always uses several strategies. For example, the students have to watch a film show and criticized the film in teaching review text; retell an explanation text using pictures in teaching explanation text; giving suggestions about something in teaching hortatory exposition; make a library research to identify such expressions or searching to the process of an activity for example: the process of 'bread making' in teaching reports; listening to the radio or cassette

in teaching review; and discussing English expression in a texts in group discussions

In the process of teaching and learning activities, the students are introduced new genre, such as report, description or explanation text. The teacher explains the content of the text (each paragraph). In explaining the topic, the teacher always emphasizing the language skills although not all skills at the same meeting, because the limit of time. On the other hand the language elements such as grammar, vocabulary are the priority, because in writing a text, the students have to use correct grammar and vocabularies.

The strategy of the teaching activities is different based on the topic and the text type to talk about. In the teaching of text using GBA, Teacher AS pointed that the use of different strategies is based text types to be taught, because not all text type is easy to master, therefore, the teachers have to be able to apply different strategy for each text types. The main focus is how to make the language communicable or to make the students to be able to communicate through text. For example, in the teaching of review text, according to Teacher AS, it is a difficult text type. In teaching review text, the students are given tasks to make an appraisal of an artistic masterpiece such as a film shows about 'The Lord of the King', a colossal film. They have to be able to make a criticism and evaluation of the film.

Yang sulit ada tentunya. Contoh: 'review'. Itu kan sulit. Siswa harus membuat penilaian. Kan sama dengan kita membuat kritikan terhadap karya seni seseorang. Misalnya: film. Kalau saya ngajar, saya setelkan 'film', dan film yang saya pernah putar yaitu 'The Lord of the King', kemudian saya suruh siswa menganalisa dengan membuat kritikan dan evaluasi terhadap film itu. Kalau lainnya saya kira agak mudah dan menyenangkan. Seperti

'procedure'. Ya, 'How to make apa, gitu'. Itu praktek kan bisa, sehingga siswa selain mengerti apa yang dimaksud dengan genre based, dia bisa praktek membuat sesuatu.

According to Teacher RK, the important thing is that the students' interesting to read and speak up, because by reading, it can help the students to know more vocabulary and grammar, and they can give comment about what they have read. In addition, Teacher RK commented that:

Yang saya utamakan adalah agar siswa mau membaca dan mau berbicara. Karena dengan membaca banyak, yang jelas dapat membantu siswa memiliki vocab yang banyak dan juga grammarnya, dan mereka bisa melatih speaking dengan memberikan komentar tentang bacaan tersebut.

In addition, Teacher AS also pointed out that not all text type is difficult, for example, procedure text. It is easier than the others, because the students can practice how to make something and understand what is 'genre based'. As Teacher YK commented that in teaching *procedure* text, the teacher brought the materials to make something to the classroom, and practiced the steps, after that, the students are asked to write the steps in the form of a *procedure* text. In teaching *Narrative* text, Teacher YK indicated that the students are motivated to write their own ideals, and the students are interested to write it well, although they have confined of vocabulary.

Dalam mengajarkan teks procedure saya membawa bahan-bahan untuk membuat sesuatu dan bersama siswa kami praktekan, kemudian siswa bersama-sama siswa menuliskan langkah-langkah pembuatannya dalam bentuk teks procedure'. Kalau untuk teks narasi, saya meminta siswa untuk menuliskan misalnya cita-cita mereka. Kan siswa juga menjadi senang, dan berusaha untuk menuliskan yang terbaik walaupun dengan vocab yang masih terbatas.

Concerning to the use the steps of GBA in the teaching and learning of English at second grade of SMA 1 Surakarta, teacher AS commented that not all the text types have to follow the four steps of the curriculum cycle such as: Building knowledge of the field (BKF), Modeling of a Text (MT), Joint Negotiation of a Text (JNT), Independent Construction of Text (ICT). It depends on the students' competence.

Tahapannya bisa langsung kalau siswanya mampu. Kalau tidak, ya diajarkan secara bertahap. Sekarang misalnya saya menggunakan BKF (*Building Knowledge of the Field*), kalau siswanya seperti SMA 1, no problem. Bisa langsung pada *Joint Construction of the Text* (JCT). Ya, tergantung kemampuan siswa.

In the teaching of *narrative text*, Teacher SL begins the activity by asking the students to analyze kinds of words of the text given in order to enrich the students' vocabulary and to identify the grammar used in the text, and then focused on the structure of the text. Teacher SL commented that by identifying and analyzing types of words and grammar used in the text, it is the easy way to make the students understand the text. "It is important to study the grammar first before the content of the text".

This kind of strategy used by Teacher SL reflected the first step of the Curriculum Cycle _ *Building Knowledge of the Field*_: Build up and extend vocabulary relevant to the topic or text type and practice grammatical patterns relevant to the topic of the text (Hammond at al 1992: 19). Although Teacher SL pointed out that she did not use the curriculum cycle in the process of teaching and learning activities, but based on the observation and her explanation, she apply it.

After identifying and analyzing the vocabulary and the grammar used in the text, the teacher and the students discuss the content. In this section, the students read the text accompanied by the teacher, with a friend or alone, and then the teacher and the students discuss the content of the text together, about the organization of the text. The teacher and the students analyze the general structure of the text, whether it is orientation, complication or resolution.

This section also shows that the teacher uses the second step of Curriculum Cycle_ *Modeling of the Text*_ (Hammond at al 1992: 20). The last section is closing. Teacher SL said that she end the meeting by given another *narrative* text to the students to do at home. Teacher SL said that the personal writing conducted in the next meeting.

In teaching *procedure* text, Teacher YK brought materials which needed to make something to the classroom, and practiced the steps of doing it, after that, the students are asked to write the steps in the form of a *procedure* text. The teacher gives a procedure text first to build the students knowledge about the structure of the text, analyze suitable words and grammar that can be used in creating a procedure text.

Almost in the teaching of text types, the teacher use task based. The teacher gives an example of text type, discuss it together and give task to the students to do whether individual, pairs or groups.

Based on the interview and class observation, the strategy used to teach text types are different for each type of the text and the teacher who teaches the text.

Not all the teachers use the same strategy in teaching Genre, although they teach the same text type.

2). Procedure

Based on the observation, the teaching and learning activities is taking place in three steps: opening, implementation, and closing.

The first step: greetings, presence the students, preparing the material to be discuss. This step is about 5 minutes.

The next step is the implementation/ the execution of the teaching and learning activity. The teacher starts this activity by informing the objectives to be achieved, the process of teaching and learning activity, giving task to the students to do, feedback.

The last step is closing. In this step, the teacher concludes the material that has explained in the implementation step. The teacher gives a review by asking questions based on the topic, and the students also given chance to ask question related to the topic; the teacher give task to the students to do at home (homework) as an assessment; the last is saying thanks.

The strategies of teaching and learning activity are varied. The following description is an example of one of the strategies used in teaching English in SMA Negeri 1 Surakarta. The variation is based on the material to be taught.

The procedure of teaching and learning activities using GBA, are as follows: Step one, greetings, presence the students, preparing the material to be discussed. This step is about 5 minutes.

The next step is the implementation/ the execution of the teaching and learning activity. The teacher starts this activity by informing the objectives to achieve followed by the process of teaching and learning activity. In this step, the teacher explains the meaning; the purpose and the content of a text, and the content of each paragraph of the text. The teacher emphasizes certain words to be memorized, then giving task to the students to do, and feedback.

The following is a record of the process of the teaching and learning activities in class. Teacher AS starts to explain the topic. "I will give you about type of another text, may be talking about description, maybe about cocktails, or whales, etc". While explaining, the teacher writes on the board about three types of text which are going to be discussed. The teacher informs to the students that the description text based on 3 main parts, such as: "first, report text, second is description text, and the last is explanation text". The teacher said: "I will explain all, *dan yang menjadi tugas anda adalah explanation*".

The teacher starts to explain the first type of text: report text. In order to activate the students, the teacher says: "I want to ask you: ' what is report text' "? One of the students answered: "Text that describes information". And then the teacher asks the other student: "The others? What is report text"? One of the students answered: "The same". The teacher corrects the student's answer by saying: "Yes, report text is the text that informs the information about something". After writing the definition on the board, the teacher continues by the next question: "What is the main purpose? The main purpose is the same as the definition".

The last step is closing. In this step, the teacher concludes the material that has explained in the implementation step. The teacher gives a review by asking questions based on the topic, and the students also given chance to ask question related to the topic; the teacher give task to the students to do at home (homework) as an assessment. The teacher gave a text to discuss in groups, and the students will present it on the next week; the last is saying thanks.

The strategies of teaching and learning activity are varied. The previous description is an example of one of the strategies used in teaching English in SMA Negeri 1 Surakarta in the teaching of genre using GBA. The variation is based on the topic or the material to be taught.

On the presentation day, the students present an explanation text they have discussed before in groups. The teaching and learning activity also takes place by: opening, presentation and closing. The first step, the teacher opens the meeting by: greeting, presences and explains the procedure in presenting the discussion result.

The second step, the first group is given chance to present the material they have discussed. In order to make the students to use the language well, the teacher said that: "Today, I would like to see you to present your discussion result. Please don't read on the book or a note. Just see on the screen and speak up".

The teacher did not permit the students to read on the book or a note when they are presenting the discussion result. When the researcher confirms this to Teacher AS, he commented that "I know that the students are able to read well, so

I'd like to observe them explaining the process of something without reading a text/note".

The students are divided into group of six people, and they did the task for about one week. Based on the text given, the students have to try to find pictures related to the text, and copy the pictures to a Compact Disc (CD). In the presentation, all the member of the group has to take part. The students have to retell or explain something based on the text using pictures.

The students start the presentation by introducing the group members, and the topic to be presented. The students begin to explain about the power of the sun by saying: "Today we will present about 'The power of the Sun'. The sun is the most important source in the world. By the sun,This picture shows that the sunlight cause the growth of the grass, and the grass eaten by animals, and the animals get energy from the grass..... So, we can say that sun is very important for our life".

The second group presents the discussion result in the topic: "Sun is the Source of Energy". The first group member named Theresia begins the explanation by saying: "As we know that sun is the main source of energy. We can get energy directly and indirectly from the sun....." Then Theresia give chance to her friend Yustina to continue the explanation by saying: "...and the next will be explain by Yustina". Yustina take turn to continue the explanation about the sun as the source of energy.

At the end of the presentation, the teacher gives comments about the students' task. In order to motivate the students, teacher AS commented: "*Very good...*", but the teacher also criticizes the students by saying:

The operator of the computer cannot cooperate. When her/his friend gives explanation, the picture is not match to the explanation. You know that when talking about explanation, we must explain the process of something happened, not only explain the picture but the process of something.

The teacher did not conclude the material because the meeting will be continued next week by the other group.

Based on the observation, the researcher it can be said that the teacher tried to make the students to communicate by giving the opportunities to tell or explain the process of something. Even though, based on documentation study, the researcher didn't find the correlation of syllabus to the material given in the teaching and learning activity. The researcher only found the report text that should be teaches on the second grade of senior high school, but it has explained before that the teachers add some kinds of text type because of the student's needs.

d. Types and Function of Genre in the Teaching and Learning Activities.

The following table is the summary of issues arising on the implementation of GBA concerning to the types and function of genre in the teaching and learning activities.

Table 4.1.4. Issues Arising Based on Types and Function of Genre

Types and Function of Genre in TLA	Issues Arise
a. Twelve text types based on KTSP curriculum	<ul style="list-style-type: none"> • Recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review. • Distributed to each semester of each grade. • Add another text based on the student' competency
b. Function of Genre	<ul style="list-style-type: none"> • Each text types has its own function to communicate something

1). Types of Genre

The types of genres that implemented in teaching and learning of English in SMA Negeri 1 Surakarta are the twelve types of text suggested on the curriculum such as: recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review. According to teacher AS, not all of the text types are given in one grade. For example, text types given to the second grade are: narrative, analytical exposition, report, and Teacher AS add hortatory exposition, descriptive. *“Teks yang diajarkan dibagi per semester. Umpamanya kelas dua yang saya asuh saat ini, text yang diajarkan adalah: narrative, descriptive, report, dan saya tambah lagi dengan hortatory exposition, analytical exposition”*. The distribution of text based on the syllabus seen in Table 4.1.5.

Table 4.1.5. The distribution of the text type

Class	Semester	Types of text
X	1	Recount, narrative, and procedures.
	2	Narrative, descriptive, and news item.
XI	1	Reports, narrative, and analytical exposition.
	2	Narrative, spoof, and hortatory exposition.
XII	1	Narrative, explanation, and discussion.
	2	Narrative and review.

All the texts type are not being taught in one grade, but they are divided or grouped based on the level of difficulties of each grade/class. The target is that after finish the senior high school, the students are able to comprehend all the text type in spoken and also written form.

2). Function of Genre in the Teaching and Learning Activities

It has been mentioned that there are twelve text types according to *KTSP* curriculum. Each of the text type or genre has its own function. Teacher SL pointed out that the GBA is used to improve the students' quality of how to learn and how to know about genre. "*Genre approach digunakan untuk meningkatkan kualitas how to learn and how to know tentang genre*". For example, the students have to watch a film show and criticized the film in teaching review text; retell an explanation text using pictures in teaching explanation text; giving suggestions about something in teaching hortatory exposition; make a library research to identify such expressions in teaching reports; listening to the radio or cassette in teaching review; and discussing expression of texts in group discussions.

In the process of teaching and learning activities the teachers use task-based instruction. The task is given individually, pairs, and in groups. The function of the task was as a tool to develop the students' ability to communicate in spoken and written form. According to teacher AS, it is based on the '*KTSP*' curriculum that the students have to be able to achieve the competence standard of English. The language competence to be expanded was depends on the fourth skills such as

listening, speaking, reading, and writing and the fourth components (vocabulary, grammar, spelling, and pronunciation).

Teacher SL pointed out that the GBA is used to improve the students' quality of how to learn and how to know about genre. "*Genre approach digunakan untuk meningkatkan kualitas how to learn and how to know tentang genre*". For example, the students have to watch a film show and criticized the film in teaching review text; retell an explanation text using pictures in teaching explanation text; giving suggestions about something in teaching hortatory exposition; make a library research to identify such expressions in teaching reports; listening to the radio or cassette in teaching review; and discussing expression of texts in group discussions.

In the teaching of English, the teachers have to emphasize the students to be able to write and speak in English. In relation to the function of GBA which is used to expand the students' ability in: a) all the four language skills (listening, speaking, reading, and writing) and four language elements (grammar, vocabulary, spelling, and pronunciation); b) communication whether in written and spoken form, Teacher As pointed out that the emphasis in teaching genre is that the students have to be able to communicate in spoken and to written form.

Dalam mengajarkan genre, yang saya tekankan adalah siswa harus bisa berbicara dan menulis sebuah karangan dalam bahasa Inggris, karena apabila dia sudah bisa menulis dan berbicara dengan baik, otomatis dia juga sudah mampu mendengar dan membaca dengan baik, juga berarti dia sudah bisa berkomunikasi secara lisan dan tertulis.

Based on the interview and documentation analyses in this study, it implies that the teachers of SMA Negeri 1 Surakarta should have extra time to find model

of text based on its functions. The teachers have to understand well the function of each text types before transform it to the students.

e. Students' Role in the Teaching and Learning Activities.

The following table is the summary of issues arising on the implementation of GBA concerning to the students' role in the teaching and learning activities.

Table 4.1. 6. Issues arising based on students' role in the TLA

Students' Role in TLA	Issues Arising
The main subject in TLA	<ul style="list-style-type: none"> • Ask and response questions; • Study hard; • Do tasks individually, pairs, and groups; • Find suggested text and analyze • Present discussion result in groups

The students' role is the main subject in the process of the teaching and learning activities. As the main subject, the teachers try to make them active in the teaching and learning activity in the classroom. The teachers commented that, in teaching materials, the teachers try to look for the students' needs, motivate, facilitate, and controlled them to study hard.

Based on the observation, the teachers always try to put the students as the main subject of the instructional activity, but it seemed that the teachers' effort not yet going on as it should be. When the teacher asked the students to discuss the text as their group task, not all students have enthusiasm for the task.

Because the students are the main subject in the teaching and learning activities, the teachers tried to make them active by asking questions, response the teachers' questions, discussed the task given in groups, pairs and do individual task. Concerning to the students' role, Teacher RK commented that

.....dalam kegiatan pembelajaran, semua kegiatan terfokus pada siswa, sebagai guru saya berusaha untuk berperan dalam setiap kegiatan pembelajaran. Dalam mengajarkan genre, saya berusaha memancing siswa untuk lebih aktif, yang tadinya ada yang tidak berani, menjadi berani karena diberi motivasi terus-menerus.

The teacher also make the students to find text by themselves by retrieved from internet, copy from news papers, magazines or related books, collect the text on 'clipping', analyze the text based on the generic structure and the language features. Concerning to this statement, Teacher SL commented that:

setelah sama-sama membahas text tertentu di kelas, siswa diminta untuk mencari texts yang sesuai dan menganalisa dan menentukan 'language featurenya', juga membuat text sederhana dengan bahasa sendiri dan membuat klipng.

Teacher AS activated the students by giving task to discuss and then make a presentation about the discussion result. When presenting the discussion result, the teacher gives the opportunity to the students to use the language to inform something by giving explanation. The teacher motivates the students to be able to speak by presenting the task. It is to make the language communicable.

Based on the description above, the students' roles as the main subject not yet carried out optimally. The teacher still dominates the activity, but the teachers can not be blamed, because the limit of time, it seemed that the students have little opportunity to be active in the process of teaching and learning activity, but on the other site the teacher give chance to the students to use the language to communicate something.

f. The Teachers' Role in the Teaching and Learning Activities.

The following table is the summary of issues arising on the implementation of GBA concerning to the teachers' role in the teaching and learning activities.

Table 4.1.7. Issues arising based on the teachers' role in the TLA

Teacher Roles in TLA	Issues Arise
Motivator, facilitator, controller, and resource.	<ul style="list-style-type: none"> • Explaining; • Guiding; • Managing; • Evaluating

Teacher and students are two people who have important role to act in the classroom in the process of teaching and learning activity. Therefore, the only focused person in the classroom is students. The teachers' role in the classroom is as the model language and facilitator in the process of teaching and learning activities.

Based on the class observation and interview, it implies that the teachers' role in the teaching and learning activity not only to help the students to study by giving motivation, but also facilitate to the students them to take part actively in the instructional process. The roles of the teacher in the instructional activities are as:

1) Motivator

As motivator, the teachers motivate the students to study. The essential of giving motivation is that the teachers' support is important for the students to do the task well, feel pleasant, and have strength to study. According to the teachers, the students have to be motivated although some students have awareness of the

importance of studying. The teacher also motivates the students by giving feedback for the students' work. The feedback can be done by giving comment and corrections if the students make mistakes to finish the task. Teacher SL commented that

Karena kompetensi siswa berbeda, maka mereka selalu diberi motivasi, bagi yang kurang mampu saya selalu mengulang penjelasan, dan juga bagi yang mampu pun diberi motivasi untuk bersabar ketika saya memberikan penjelasan tambahan untuk yang kurang mampu.

Based on the observation, the teacher always motivates the students in various ways. For example, when the teacher give an example of explanation text about Animal, the teacher asked about the meaning of carnivore, herbivore and omnivore, the teacher tries to encourage the students to answer the question by saying: "Common, I'm sure that you understand about what is carnivore ...". This expression make the students challenge to answer the teachers' question. They have no doubt to express their opinion about the topic they are talking about.

Teacher AS commented that students' role is the most important thing than the teachers' role; because the students should learn to develop their knowledge, to gain their future image. "As a teacher, I always motivate the students to study hard, and encouraged them to be able to communicate in English".

2) Facilitator

The teachers' role as a facilitator was seen when they tried to give students a positive experience in the language by always providing positive feedback. Teacher AS indicated that as teacher, he always make himself as a facilitator by using strategies to create a supportive, caring, learning environment where students felt comfortable and willing to participate. Teacher RK, in the teaching

and learning activity always tries to prepare text needed in the teaching and learning activity and makes the condition of the class comfortable for the students to study. Teacher RK commented that:

Saya selalu mengumpulkan koran-koran yang berbahasa Inggris, dan saya analisa teks mana yang bisa masuk dalam jenis-jenis teks yang perlu saya ajarkan, saya copy dan membagikannya kepada siswa dan teks itu dibahas bersama. Yang saya utamakan adalah agar siswa mau membaca dan mau berbicara.

Teacher RK tries to facilitate the students and motivate them to achieve knowledge and language skills by treat the students to speak.

In the teaching and learning activity, the teacher tries make the materials clear by: a) explaining; c) guiding; d) managing; e) evaluating.

a) Explaining.

Based on the classroom observation, the teacher begins and ends the teaching and learning activity by explanations about the report, description and explanation text before giving tasks to do. The students' opportunity to take part in the teaching and learning activity was limited by the teachers' explanation.

The teacher gives task to the students to do about explanation text in group discussions. The students have to transfer the text in pictures and explained it the next meeting. According to the teachers, the task given to the students are in form of individual task, pairs, and group task. The tasks are in written and oral form accompanied by written text such as: articles, magazines, brochures, pictures, cassette recorder, chart, and also language laboratory for listening section.

b). Guiding.

As a guide, teachers always stand by to help and support the students to do the task given. Teacher AS said that in doing the task, whether individual, pairs or in groups, the students should be controlled. The students need more explanation about the task although it has been completed by the specific instructions how to do it. The next step is that the teacher has to guide them (the students) continuously to do the task. The teacher did not tell the students why they have to do the task.

c) Managing

As a class manager, the teacher has to create a well situated class that can make the process of teaching and learning activity enjoyable. The situation includes physical and non physical that influence the process of the teaching and learning activities. The physical situation includes book resources, language laboratory, stationary, white board, marker, seat that can be arranged to discuss, good ventilation can make the students feel pleasant to study. The non physical situation includes readiness of bouncing to enjoy the process of teaching and learning activities.

Based on the observation, the class was unwell managed. When the process of teaching and learning takes place, some students still out side, and they enter the class when the process of teaching and learning was taking place' but no warn about that from the teacher.

The teacher commented that because the limit of time the teachers have to reach the target of teaching and learning, and also the different characteristic of ±

40 students/class influence the teacher difficult to control them in the process of teaching and learning activities.

d) Evaluating

The other important thing that has to consider by the teacher is evaluation, because it is important in the process of teaching and learning activities. Evaluation not only used to measure the students' achievements, but as a feedback to the teacher. The formulations of evaluation have to in line to the objectives, so it is conducted after the formulation of the objectives, although it is its carrying out at the end of the process of the teaching and learning activities.

From the document study of the implementation of *KTSP*, evaluation refers to series of activity to achieve, analyze, and interpret data systematically and continuously in the process and the result of the teaching and learning activity, to become meaningful information in making a decision. Teacher AS pointed that the evaluation take place not only on the formative test, but it is conducted each meeting by searching the students' comprehension of the language, and it can be done in written and spoken form.

“Yang pertama berdasarkan pemahaman atau comprehension yang kedua, berdasarkan penerapan applied language-nya. Hasil/pekerjaan siswa dipresentasikan, dan pada saat itu saya melakukan penilaian. Jadi penilaiannya secara lisan dan tertulis”.

Furthermore, according to teacher AS, the main goal of evaluation are: a) to know how far the students have progress the standard of competency; and b) to know whether the students achieve the minimal requirements of the curriculum “*Standar Ketuntasan Minimal (SKM)*”. The evaluation was conducted achieve competencies based on the indicators stated on the syllabus in the form of test and

non test, written and spoken, based on observation, attitude measurement, and students' work (task), project/product, portfolio.

2. The English Teachers' Perceptions of GBA

This part describes about the teachers' perceptions concerning to the teaching of English as a foreign language and the teachers' perceptions of GBA in improving the Students' English proficiency.

- a. The English Teachers' Perceptions of GBA in the Teaching of English as a Foreign Language.

The following table is the summary of issues arises based on the English teachers' perceptions of GBA in the teaching of English as a foreign language.

Table 4.2.1 Issues arising based on the English teachers' perceptions of GBA

The English Teachers' Perceptions of GBA	Issues arise
a. English Teachers' Perceptions of GBA in the Teaching of English as a Foreign Language	<ul style="list-style-type: none"> • The teaching of text types • Make the students to understand different types of English text. • Required many factors to be mastered by the teacher. • Emphasizes the teachers to study hard

According to teacher AS, the use of GBA was applied since the *KBK* was implemented or since 2004 until the present the *KTSP* is recommended to use. The reason is that this approach is compatible to the aims of the teaching of English as a foreign language in senior high schools that are stated on the curriculum. This approach is used to teach the twelve types of English texts

suggested on the curriculum. Teacher SL commented that GBA is used since 2004, and the implementation is effective since two years later. The 'KBK' and the 'KTSP' curriculum emphasize not only the students but also the teachers to master the twelve types of texts mentioned. Teachers have to understand the curriculum well and what to be achieved in the teaching of English in senior high school.

Teacher AS indicated that GBA is the teaching text types. It is a good approach in the teaching of English, because it can influence the teachers to study hard. Before the teacher teaches the students about one of the text types, s/he should have to be mastered the text first. That's why the teachers have to study hard, because it can develop the teachers' teaching competency in the teaching of English as a foreign language. *"Karena menurut saya pendekatan itu sangat baik. Bagus sekali. Kan bisa mengembangkan potensi guru juga dan otomatis guru harus belajar lagi"*.

In line with Teacher AS, Teacher YK commented that the use of GBA is a 'new thing'. It is different from the other approach. This approach emphasizes the students to be able to differentiate the text types based on the current curriculum. Last time, the texts are being taught based on such themes or topic suggested by the curriculum. The use of GBA also causes the teacher to study, and they have to be creative. And at the end, the students not only are able to read in order to answer questions, but they are able to product a good text. Teacher YK said:

Menurut saya ini suatu hal yang baru. Kalau dulu siswa tidak bisa membedakan jenis teks, karena yang diajarkan teks berdasarkan tema tertentu. Jadi ada dampaknya bagi guru juga, guru bisa belajar lebih banyak

lagi, dan harus kreatif dalam mengajarkan jenis-jenis genre tersebut kepada siswa.

As a new approach, GBA is not easy to apply. According to Teacher AS, the teachers have to share with the other teachers about the rules of the GBA. *“Selain itu guru bisa sharing dengan teman-teman tentang penerapan pendekatan textual ini”*. The usage and the rules of GBA is different with the other approach. *“Kalau dulu kita belajar reading biasa kan? Masih kontekstual berdasarkan topic apa yang mau diajarkan”*.

In applying the GBA, the teachers have to prepare the material well. Concerning to the teachers' preparation, Teacher AS commented that: “the teachers have to prepare themselves well in the teaching and learning activity. It is not enough to prepare the material only in a ‘*lesson plan*’, but the teachers also have to master the text type to be taught, analyze it and try to make it clearly using a suitable strategy.

Selain persiapan yang saya buat dalam RPP, tentunya harus belajar dulu, text apa yang mau diajarkan, kemudian berusaha untuk menganalisa/menerangkan tidak kontekstual. Sebagai guru saya harus menguasai terlebih dahulu materi yang akan saya ajarkan, tentunya tidak boleh keluar dari silabus dan lesson plan yang saya buat.

Based on the Teachers' comments it can be concluded that the teachers saw GBA as teaching text types. It was to make the students to understand different English text using different strategies. In the teaching and learning activity, the teachers are required to study hard, and to spend more time to prepare the lesson and the strategy to be used.

b. The English Teachers' Perceptions of GBA in Improving the Students English Proficiency.

The following table is the summary of issues arises based on the English teachers' perceptions of GBA in improving the students' English proficiency.

Table 4.2.2. Issues Arising based on the English Teachers' Perceptions of GBA in Improving the Students' Language Proficiency

The English Teachers' Perceptions of GBA	Issues arising
The English teachers' perceptions of GBA in Improving the students English proficiency	<ul style="list-style-type: none"> • Able to communicate • Criticize a film show • Get information from the text • Product/write texts • Master the text types • Language skills improved • Master the four language components

The main purpose to be achieved in teaching and learning English is to be able to communicate in the target language. The senior high schools students are hoped to be able to use the language to communicate in spoken and also in written form, in social and cultural situation.

Education practitioners tried to adopt methods, approaches, and techniques to improve the students' language proficiency based on the curriculum demands. According to Teacher AS, the improvement of the students' language proficiency depends on each school and the teacher her/himself. On the other opportunity, Teacher AS commented that it depends on the teacher competence, not the

methods or the approaches used by the teacher. Methods and approaches basically as tools to transform the knowledge to the students.

The students' language proficiency improved when they are given opportunity to tell or retell something. For example, when they are given task to criticize a film show, they are forced to give comment about the film. Teacher AS pointed out that: "I let them to give comments about the film. I want to make them to be able to analyze the show and after that they retell it. *Jadi beberapa skill bisa di ajarkan sekaligus*". By watching the film show, the students listening skill are developed, and their speaking and writing skill can be developed by giving comment in written and spoken form.

According to Teacher RK the teaching of English using 'genre approach' is exciting, because the students can be motivated to get and to know information by reading the text given. In teaching genres, Teacher RK collects news from English newspapers, magazines or retrieved text from internet and then analyzes the type of the text. The teacher then distributes the copy of the chosen text to the students and discusses it together in the classroom. Moreover, the students are motivated to speak up, by giving comment about the content of the text.

..... saya selalu mengumpulkan koran-koran yang berbahasa Inggris, dan saya analisa teks mana yang bisa masuk dalam jenis-jenis teks yang perlu saya ajarkan, saya copy dan membagikannya kepada siswa dan teks itu dibahas bersama. Saya berusaha memotivasi mereka untuk bisa berbicara. Awalnya memang ada siswa yang pasif, tetapi saya berusaha sedemikian rupa sehingga pada akhirnya mereka jadi berani untuk berbicara.

In this term, the students reading and speaking skill are developed, because they have to be able to read and give comment about the text. In addition Teacher RK commented that she was most be glad to make the students to speak up in

English, because according to her, the target is that after the students graduate from senior high school, they have to be able to use the language broadly to communicate.

Saya lebih suka memancing siswa untuk bisa berbicara dengan menggunakan bahasa Inggris. Kan tujuannya setelah tamat siswa itu bisa menggunakan bahasa secara luas, jadi untuk saya aplikasi keluarnya yang saya perlukan, agar siswa dapat berkomunikasi nantinya, dan tentunya wawasan mereka semakin luas.

In improving the students' language proficiency, Teacher YK also commented that at the end of the teaching and learning activity, the students not only be able to answer questions based on the text they read, but they are able to create and product different type of text. *Jadi pada akhirnya siswa bukan hanya bisa membaca untuk dapat menjawab pertanyaan, tetapi mereka bisa memproduksi atau menghasilkan bermacam-macam text.*

Teacher SL commented that 'Genre Approach' is a new approach in the teaching of English, which demanded to the mastery of texts. The texts have to master by both the teachers and the students, and it is not 'thematic'. The teachers should to try to look for and find text to be taught. So, the teaching of English using GBA is challenge.

Pendekatan genre ini merupakan pendekatan baru dalam pengajaran bahasa inggris, yang menekankan pada penguasaan text tertentu baik bagi siswa maupun guru, tidak tematis. Guru sendiri harus berusaha untuk mencari text yang sesuai untuk diajarkan kepada siswa, jadi cukup menantang.

Concerning to the improvement of the students language proficiency, Teacher SL commented that the use of GBA can improve the students' competency in the fourth skills (listening, speaking, reading and writing), and the

fourth language components (grammar, vocabulary, spelling, and pronunciation. “*Pendekatan genre dapat meningkatkan kemampuan siswa terutama terhadap 4 skill dan 4 komponen berbahasa*”.

Based on the interview and documentation analysis study, it can be assumed that the teachers saw the GBA as an appropriate approach that can improve the students’ language proficiency, although it is hard and need extra competency and extra time to prepare and apply it in the teaching and learning activity.

3. The Difficulties in Implementing the Genre-based Approach

The following table is the summary of issues arises based on the difficulties in implementing the GBA.

Table 4. 3. *Issues Arising based on Difficulties the Teacher Faced in Implementing the GBA*

The difficulties in implementing the GBA	Issues arise
a. Students’ side	<ul style="list-style-type: none"> •The different of competency, •Lack of vocabulary to construct a short text, •The mastery of English grammar, and •The limit of time for the students to do the task
b. Teachers’ side	<ul style="list-style-type: none"> •The Understanding of GBA •The Mastery of Text Types. •The Participation in the Educational Meetings/Training

Teacher AS pointed out that in the process of teaching and learning activities, of course the teachers and the students always encountered by difficulties. In implementing the GBA, the difficulties come from both the teachers’ and the students’ sides. The following is the description of difficulties in the implementation of GBA in SMA Negeri 1 Surakarta.

a. The Students

Teacher AS indicated that the difficulties encounters by the students are: First, the difference of the students' competency to understand, to differentiate, to master, and to know the content of each text types. *“Dari siswa itu sendiri, juga tergantung kemampuan. Kemampuan siswa kan berbeda. Saat menerangkan ada yang sudah paham ada yang belum”*. In line with teacher AS, Teacher SL also commented that generally there are no difficulties faced by the students. It was individually, because of the difference of the students' competence.

Secara umum kesulitan itu tidak ada, tetapi secara khusus ada, karena kemampuan siswa berbeda. Untuk siswa yang kemampuannya kurang perlu pengulangan, hal ini membuat yang sudah paham menjadi bosan, jadi guru harus memotivasi mereka, supaya yang sudah paham bersabar, sementara yang belum diberikan penjelasan lagi.

The difference of competency causes the students' mastery of the materials. When the other students have understood the teachers' explanation, the rest did not understand yet. For the average 40-44 students/class, the teachers have to explain the material many times, or grouped the students to study together in group discussions.

The second is the lack of vocabulary to construct a short text. The students always encountered by difficulties to construct a short text because of the lack of vocabulary. Teacher AS pointed out that: *“Ada siswa tertentu yang penguasaan vocab-nya sudah bagus, sementara ada yang masih sangat kurang, karena kemampuan siswa juga berbeda”*. The difference ability caused the mastery of vocabularies, especially in creating a text. The solution is motivating the students

to study hard to enrich their vocabulary by reading books, magazines or news paper written in English.

The third factor is the mastery of English grammar. The students in senior high schools have to be able to use complex sentences in creating a text. The students should use structures of modification and noun clause as the subject of the sentences. Teacher AS commented:

Para siswa diharapkan menggunakan kalimat yang lebih kompleks dalam membuat teks, misalnya mereka harus menggunakan kalimat yang bervariasi atau structure of modification dan noun clause. Jadi ini merupakan faktor yang sulit bagi siswa yang kurang menguasai grammar.

On the other hand, each text type has its own social functions, generic structure and linguistic features. The students have to be able to differentiate them. The last factor that also influences difficulties in teaching genre was the limit of time for the students to do the task. The students are hoped to be able to create a text, but they have only one or two meeting (2 x 45 minutes) a week for them to study the text type. Teacher AS pointed out that

waktu yang cukup singkat untuk mata pelajaran Bahasa Inggris menyulitkan siswa untuk memahami dan membuat teks dengan baik, sehingga lebih banyak saya memberikan tugas untuk dikerjakan di rumah.

b. The Teacher

In implementing GBA the English teachers of SMA Negeri 1 Surakarta encountered by difficulties such as: 1) The understanding of GBA; 2) The mastery of text types; 3) The participation in the educational meetings (Workshop, *MGMP* meeting, Revitalization Program); and Because of the teachers' age (going to be retired).

1). The Understanding of GBA

The teachers' understanding of GBA is the main key which influences the teaching and learning activities beside the mastery of text types. To understand the GBA, the teachers have to read books about the GBA, to know how to implement it in the teaching and learning activity. If the books cannot be found in the library, the teachers have to try to retrieve from the internet. Teacher AS indicated that *“Hambatannya adalah buku-buku. Saya harus banyak sumber dari yang lain, jadi harus cari. Kalau tidak ada di perpustakaan, berarti harus cari di internet, atau cari di mana... gitu”*.

Teacher SL also indicated that the teachers should have to spend more time to read books concerning to the GBA. The use of GBA requires the teachers' creativity how to find related text to be taught, whether from news papers, magazines, advertisement, and also from internet. Teacher SL commented that:

menurut saya, kesulitannya yaitu butuh waktu yang banyak, tapi penerapannya sangat positif. Bagi guru yang keingintahuannya tinggi, no problem, karena dia harus banyak berkreasi dan banyak membaca untuk dapatkan jenis teks tertentu dari berbagai sumber seperti koran, majalah, iklan-iklan, juga teks-teks dari internet.

Teacher SL added that the other thing is that the teachers have to know and understand how to teach the text type, because in the teaching of text types, each of them (text types) has its own way to teach. *“Yang paling penting adalah guru memahami cara mengajarkan setiap teks tersebut, karena tidak semua teks menggunakan cara yang sama”*.

The GBA has to be applied in a cyclical way which consists of four steps to be followed. The teachers have to master all the steps well, to make the text

understandable. The steps according to the curriculum cycle as follows: Building knowledge of the field (BKF), Modeling of a Text (MT), Joint Negotiation of a Text (JNT), Independent Construction of Text (ICT). The teachers have to be well prepared before the teaching and learning activity using the curriculum cycle, what have to be done on each step.

2) The Mastery of Text Types.

The other difficulty faced by the teachers in implementing the GBA is the mastery of English text types. The teachers have to understand well the differences of each text types before it was implemented to the students. Each text type has its own social function, generic structure and linguistic features. In implementing the text types the teachers also have to recognize the stages of the text or general structure of the text, for example in teaching a *review text*, the stages to pay attention to are: orientation, interpretation and evaluation. Not all text types have the same stages, so the teachers have to know well the characteristic of each text types.

Concerning to the mastery of text types, Teacher YK pointed out that the difficulties faced by the teachers are that the teachers have to find suitable text. It is different than the old curriculum, the texts are ready to use, because the items to teach are based on the certain themes suggested on the curriculum, and the texts are prepared on the students hand books.

Kesulitan memang ada. Misalnya saya harus mencari teks yang sesuai. Kalau dulu, teks diajarkan berdasarkan tema tertentu yang sudah ditetapkan oleh kurikulum, dan buku-buku sudah memuat teks kan siap

pakai berdasarkan tema yang ditentukan oleh kurikulum. Sekarang kita harus cari sendiri.

According to Teachers SL, from the teacher side, the difficulties faced by the teacher concerning to the mastery of text types. The teachers are demanded to have extra competency, because GBA is a new thing. The teachers have to learn to develop 'how to learn and how to know about genre.

3) The Participation in the Educational Meetings/Training.

The participation of educational meeting and training is an important thing for the teachers to gain and to develop knowledge about the teaching strategies in the teaching of English in senior high schools. Teacher AS pointed out that not all English teachers invited to join the teacher training/workshop arranged in the province. This matter caused the understanding of the GBA. The other factors that cause the difficulties to apply this approach are that the time limit on the workshop and there was no teaching practice to apply the new method.

From the data interview, it shown that the teachers encountered by the same difficulties, whether from the students and also from the teacher himself. The teachers have to tolerance with the students who have different competency, though it needed more times to help the students. On the other way round, the teachers also have to work hard to master the text types.

4. The Way Used by Teachers to Overcome the Difficulties in Implementing the GBA in the Process of Teaching English.

The following table is the summary of issues arises based on the how the teachers to conquer the difficulties in implementing the GBA in the process of teaching English.

Table 4. *4. Issues Arising based on How to Overcome Difficulties the Teachers Faced in Implementing the GBA*

Research Question	Issues arise
How do the teachers overcome the difficulties in implementing the GBA in the process of teaching English?	<ul style="list-style-type: none"> • Strategies of teaching and learning text types • Study hard, share with other teachers • Participate in the MGMP meetings

In solving the problems faced by the students and the teachers mentioned above, Teacher AS pointed that: “As teachers we have to find the way out to solve the problems, whether the problems from the students or and also from the teacher him/herself”. Teacher AS suggest the following statements as the ways to solve the problems: 1) Using various of strategies in the process of teaching and learning text types; 2) Study hard, and share with the other teachers; and 3) Participate in the *MGMP* meetings, workshops, and read more books concerning to the genre approach.

In anticipating the teachers’ problems, Teacher AS commented that the teachers have to join the Revitalization Program and the *MGMP* meeting each month. There, teachers can acquire information, explanations about how to teach English using new method, especially on the use of GBA.

The Revitalization Program is done to anticipate the difficulties faced by the teachers in the teaching of English. In this opportunity, the teachers can share their experiences, or problems in the teaching of English with the other teachers.

5. The Way the Teacher of SMA Negeri 1 Surakarta Acquire and Develop Knowledge about Genre-based Approach.

The following table is the summary of issues arises based on the teachers of SMA Negeri 1 Surakarta acquires and develops knowledge about GBA

Table 4.5 Issues Arising based on How Teachers Acquire and Develop Knowledge about GBA

Problem Question	Issues arise
The way the teacher of SMA Negeri 1 Surakarta acquire and develop knowledge about GBA	<ul style="list-style-type: none"> • Workshops in region level, and school level, MGMP meetings (each month), and Revitalization program. • Share with other English teachers. • Search materials from Books and Internet

There are many ways the teachers of English in SMA Negeri 1 Surakarta can acquire knowledge about the GBA. Teacher AS said that the use of GBA since the implementation of 'KBK' curriculum or since 2004 until nowadays. When the curriculum was introduced, the teachers are always trained not only of the curriculum, but also approaches to use in implementing the curriculum.

The teachers were trained concerning to the implementation of 'KBK' and *KTSP* curriculum and also the use of GBA. It was carried out by "Lembaga Penjamin Mutu Pendidikan (LPMP)" Central Java Province.

Sejak diterapkannya KBK dan sampai sekarang, saya menggunakan GBA dalam penerapan KTSP, saya menerapkannya dalam pembelajaran bahasa Inggris, karena menurut saya pendekatan itu sangat baik.

Besides the teachers' training by 'LPMP', the teachers also acquire the knowledge about GBA from Revitalization Program, *MGMP* meetings that conducted each Tuesday every week. The English teachers named Tuesday as the '*MGMP Day*', because at that day, all schools have no schedule of the English subject. The other sources that the teachers acquire knowledge about the use of GBA are from lecturers of *UNES*, and also from other teachers who have implemented this approach.

According to Teacher AS, besides acquiring knowledge from educational training or workshops, *MGMP* meeting and from lecturers, the teacher also acquire from reading books dealing with the use of GBA in the teaching of English. The teachers also have to access journals from internet about the implementation of this approach to enrich their knowledge in the teaching of English using GBA.

Pengetahuan tentang GBA diperoleh dari penataran yang diadakan oleh LPMP (Lembaga Penjamin Mutu Pendidikan) Jawa Tengah. Program Revitalisasi, pertemuan-pertemuan MGMP (Musyawarah Guru Mata Pelajaran), dari dosen yang biasa memberi penataran, dan juga dari teman-teman yang sudah menerapkan pendekatan ini.

B. Discussion

This part is the discussion of the research findings in relation to answer the problem statements as mentioned on Chapter I. This discussion divided into four main parts. The first part is about the implementation of GBA in the teaching of English in SMA Negeri 1 Surakarta; the second part is about the English teachers'

perceptions of GBA in the teaching of English; the third part is about the difficulties and the solution of the problems faced by the teachers in implementing the GBA; and the four part is about how the teachers of SMA Negeri 1 Surakarta acquire and develop knowledge about GBA

1. The Implementation of Genre-based Approach in the Teaching of English.

The discussion of the implementation of GBA are based on the six dimensions: a) The teaching and learning objectives; b) model of syllabus; c) form and procedure of teaching and learning activities; d) types and function of genre in the teaching and learning activities; e) the students' role; and f) teachers' role in the teaching and learning activities.

a. The Teaching and Learning Objectives

The English teachers in SMA Negeri 1 Surakarta commented that the objectives of the teaching of English using GBA are to enable the students to understand and differentiate the text types. According to Richards, an objective refers to statements of specific changes a program seeks to bring about result from an analysis of the aim into its different components (Richards, 2001: 122-3). The objectives stated by the teachers have relevance to the aims to achieve stated on the 'KTSP' curriculum. It is to provide the students of senior high schools to understand different types of text (transactional and interpersonal) in written and spoken form. Beside the ability to differentiate the English text types, the

students are hoped to be able to communicate with other people in their daily life, not only in social context, but also in cultural context.

The ability to communicate or the communicative competence means be able to interact with other people in written and also spoken form. The interaction arise in the form of text in different context and different ways. This statement in line with Richards' statements that GBA sees communicative competence as involving the mastery of different types of texts which are used in a special sense to refer to structural sequences of language that are used in specific context in specific ways (Richards, 2007: 32).

Based on the research findings, the formulation of the objectives to achieve intended for the standard of competency and base competency written in the curriculum, that the students are provide to master all the text types suggested. This situation influences the teacher to design an instructional activity which compatible to the aims that should be achieved in the teaching and learning activity. The objectives of the teaching of English are stated on the syllabus and specifically in the lesson plan. They are pointers to achieve in the teaching and learning activity. As Richards's points out that, a successful language program is based on many factors related to such elements as good management, planning, and administration, topics that are rarely included in teaching programs (Richards, 1995: 13).

The achievement of the curriculum target in the teaching of English stands on the teachers' capability to prepare and perform the teaching and learning activities. The successful of the teaching of genres depends on the quality of the

teaching and learning preparation. Concerning to the implementation of GBA, the teaching and learning preparation conducted not only of the text type (material) to be taught, but also the formulation of the objectives to achieve; the strategy to make the language communicable through the texts types; and the evaluation used to measure the students' achievements of the materials. Richards, (2001: 262) indicates that preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson.

Based on the documentation study, the formulations of objectives in the lesson plan in the teaching of English have not illustrated yet the specification of the implementation of GBA. The lesson plans should be specified on the use of GBA, which enclosed to the text that is going to teach. The specification of the lesson plan should represent the text type to teach, its goals to reach, and the steps used in the teaching and learning activity using GBA.

b. Model of Syllabus

Based on the research findings, the English teachers of SMA Negeri 1 Surakarta prepare the teaching and learning activities in '*Perangkat Pembelajaran*' in which the "*silabus*" (Syllabus) and '*Rencana Persiapan Pengajaran*' (lesson plan) included. A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Richards, 2001: 152), and a lesson plan is a unified set of activities that cover a period of classroom time (Brown, 2001: 149).

Rencana pelaksanaan pembelajaran (RPP) adalah rencana yang menggambarkan prosedur dan pengorganisasian pembelajaran untuk

mencapai satu kompetensi dasar yang ditetapkan dalam Standar Isi dan dijabarkan dalam silabus. Lingkup Rencana Pembelajaran paling luas mencakup 1 (satu) kompetensi dasar yang terdiri atas 1 (satu) indikator atau beberapa indikator untuk 1 (satu) kali pertemuan atau lebih (Puskur Balitbang, 2007: 3)

The model of the syllabus used by the English teacher of SMA Negeri 1 Surakarta is based on the model suggested by “*Depdiknas*”. It is a text based syllabus. Its content prove that it combines kinds of elements, such as: the text types, the four language skills (listening, speaking, reading, and writing) and the two language elements (grammar and vocabulary), and also expressions. Because it focused on the four skills, it can also be said as a skill-based syllabus. On the other hand, it can also be classified as a functional syllabus, because some expressions and the two elements are involved in the syllabus (Richards, 2007: 10).

In addition, Richard points out that the text-based syllabus can be regarded as the type of situational approach because the starting point in planning a syllabus was the analysis of the context in which the learners use the language. The text based syllabus is a type of integrated syllabus because it combines elements of different types of syllabuses (Richards, 2001: 163).

The content of the syllabus enclosed components of text, such as grammar, vocabulary, hence it is a type of mixed syllabus, one which integrates reading, writing and oral communication and which reaches grammar through the mastery of text rather than in isolation (Richards, 2007: 33). The syllabus does not focus only on the teaching of text, but also all language skills and language elements to teach.

The research findings imply that the English teachers in SMA Negeri 1 Surakarta understand the rules of arranging syllabus. The syllabus fulfilled the standard and the characteristic of a syllabus design such as scientific, relevant, systematic, consistent, adequate, actual and conceptual, flexible, and totally (Depdiknas, 2007: iii-iv). The “*RPP*” especially the lesson plan in the teaching of genre should have to be specified based on the text type to teach.

c. The Strategies and Procedures in the Teaching and Learning Activities.

Hammond et al (1992: 18) points out that in implementing the teaching and learning (curriculum) cycle, at each stage the teacher needs to select a number of different activities that provide a framework of structure and support as the learners increasingly gain control over written language. In relation to Hammonds’ statement, the English teachers at SMA Negeri 1 Surakarta apply different strategies and activities in the process of teaching and learning activities.

The strategies used by the teachers in the teaching activities are different based on the topic and the text type to teach. In the teaching of text using GBA, the teachers pointed out that the use of different strategies is based on the text types to be taught, because not all the text types are easy to master, therefore, the teachers have to be able to apply different strategy and activities for each text types to the average 44 students per class. The main focus is how to make the language communicable or to make the students to be able to communicate through text.

In the teaching of English using GBA, each of the teachers of SMA Negeri 1 Surakarta has their own way and understanding to apply the curriculum cycle in teaching the text types. The research finding implies that teacher SL has applied the steps suggested on the curriculum cycle. It is better to apply the curriculum cycle in the teaching and learning activities, because the steps in the curriculum cycle serve simplicity to master the text types. The students are able to make clippings, analyze the text and create simply text in their own words. The students' work/exercise/ or task can be seen on appendix 3 and 4.

On the other hand, a few of the teacher commented that it should not have to follow the steps on the curriculum cycle from the first step (Building Knowledge of the Text), but the teacher can directly apply the third step (Joint Construction of the Text). It depends on the students' competency. For example, the students were given a text, and then they correlated the text with related pictures and explain the pictures based on the text they have read because the students' competency enable them to do it.

Ideally, according to Hammond, the teaching of text types should apply the steps on the curriculum cycle from the beginning, whatever the students' competency. The students' knowledge has to build up to make them understand and familiar to the topic to talk about. There, in the first step "*Building knowledge of the Field*" according to Hammond et al (1992: 19),

the stage of building knowledge of the field is extremely important for adult learners, especially ESL (English as a second language) learners, as it is the point at which overall knowledge of the cultural and social context of the topic is build and developed.

Hammond added that this stage is one of the most important stages in the cycle to apply, and the amount of time used in this stage depends on the students' knowledge of the topic (Hammond et al, 1992: 19).

One of the teachers commented that it is better to help the students to memorize the vocabulary first, then analyzing characteristic of schematic structure and grammatical patterns. In relation to the Teacher' statement, Lin (2006: 3) writes that the sentence-level grammar is not seen as unimportant: rather, its importance is seen in terms of the part it plays in the overall patterning of whole texts (e.g. what sorts of sentence patterns tend to pre-dominate in a particular genre). The mastery of grammar emphasizes the quality of the text. Related to the categories above, Anderson and Anderson (2003: 1) points that:

We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to or view a piece of text, you are interpreting its meaning. Creating a text requires us to make choices about the words we use and how we put them together. If we make a right choice of words will depend on our purpose and our surroundings (context).

The teachers teaching strategies described on the research finding, implies that not all the teachers in SMA Negeri 1 Surakarta apply the steps on the curriculum cycle in the teaching of text types, although they have understood the cycle, they apply it in their own ways. All the strategies are used to achieve the main target in the teaching of English at the senior high school and it show the students' language competence is improved. According to Widowson (1990: 1), the theoretical principles of teaching may come from variety of sources: from the teachers' experience or his/her experiment of other teachers, from sudden

inspiration insight, from documentation of conventional wisdom. However, whatever it comes from, the theory need to be made explicit and have relevance to pedagogy to be affectively assessed.

The research findings prove that although the students language proficiency have improved, the English teachers need more training concerning to the application of GBA in the teaching of English in senior high schools. The training should focus on the teaching performance in applying the steps in the teaching and learning cycle.

According to Hammond the teaching and learning cycle is important, because it:

First, provide a rational and a framework for decisions about the type and sequence of teaching and learning activities appropriate in a language and literacy classroom; second, incorporate tasks and activities that move learners from a focus on spoken language to a focus on the written language; and third, focuses on learning language and also learning about language.

d. Types and Function of Genre in the Teaching and Learning Activities

Anderson and Anderson (1997: 1-2) write that there are 2 (two) main categories of text types: literary and factual. Within these are various types of texts and each of them having a common and usual way of using language. Literary is subdivided into 3 (three) types: Poetry, drama and narrative. Factual genre are classified into 7 (seven) types: recount, response, discussion, information, procedure, exposition, and discussion. Each of text types has its social functions.

According to MEDSP (1989: 4-21), Anderson and Anderson (1997: 3-5) and Santosa (2007: 1- 3), and Ediaty (2007:1-13), the social function of each text types can be seen on the following Table:

Table 4.6. Types of texts and its social functions

Type of Text/Genre	Social Function
Recount	To retell events for the purpose of informing or entertaining.
Narrative	Texts used to amuse, entertain and to deal with actual or vicarious experience in different ways.
Procedure	To describe how something is accomplish through a sequence of actions or steps.
Descriptive	To describe a particular person, place or thing.
News item	To inform readers, listener or viewers about events of the day this considered newsworthy or important.
Spoof	To retell an event with humorous twist.
Report	To describe the way things are with reference to arrange of natural, man made and social phenomena in our environment.
Analytical Exposition	To persuade the reader or listener that something is the case that there is a case to concern, to pay attention to
Hortatory Exposition	To persuade the reader that something should or should not be the case.
Explanation	To give an account of how something works or reason for some phenomenon (How does it work? Why is it so?)
Discussion	To present information about and arguments for both side of topical issue, concluding with a recommendation based on the weight of evidence.
Review	To critique an artwork or event for the public audience.

Based on the research finding, all the text types mentioned on Table 4.2 are suggested by *KTSP* curriculum to teach in the teaching of English at SMA Negeri 1 Surakarta. The distribution the texts on each grade of students is based on the level of difficulties of the text, and the students' competency. The distributions can be seen on Table 4.1.5 in this Chapter.

The teachers commented that the students' competency permits the teachers to add another text type for each grade if the students of that grade have mastered

all the text types to teach. For example, one of the teachers adds explanation and review text to teach on the second grade of students.

The distributions of the text are established on the syllabus arranged by the teachers, without any specific topics. The teachers are free to choose the topic to teach based on the types of the text by considering its content. The implementation of *KTSP* curriculum permits the teachers to look for and find out or to create materials by themselves (in the unit of educational level). On the contrary, the past curriculum serves the teachers with a 'ready to use' materials in designing a lesson plan teaching and learning activities. There are many books that already used contains materials to teach universally.

e. Students' Role in the Teaching and Learning Activities.

The main goal in the teaching of language is to enable the learner (students) to be able to communicate. It means that the students' role is the important thing that the teachers have to pay attention to. Breen and Candlin in Richards (1985: 22-3) describes the learner role as negotiator between the self, the learning process, and the other of learning.

These roles of the students emerge and interact with the role of negotiator within the group and within the classroom procedure and activities which the group undertakes. The implication for the students is that s/he should contribute as much as he gains, and thereby learn in an interdependent way.

The role as negotiator here means that the students should have concept about the teaching and learning activity that s/he wants to interact in. The students

have to aware that the achievement of the teaching and learning objectives was not only the teachers but also the students' responsibility.

The research findings show that the roles of the students of SMA Negeri 1 Surakarta need to be developed. The students' role as negotiator should involved in determining the topic of the text to discuss. They have to know what competencies to achieve in the teaching and learning activities. The teacher should always motivate the students to take part in the teaching and learning activities by asking and responding questions, doing tasks individually, pairs, and groups and to interact with the teachers and also the other students using the language as a means of communication.

The students' roles appear when they do the task given. In doing the task, the teacher always controls the students to make sure that they are active especially in group discussion. It comes into view when the students presented the discussion result. Although the teacher gave the opportunity to the students, the teacher still controlled the activity by observing the students in presenting the materials, give suggestion and corrections.

In relation to the teaching of genres, the teacher gives opportunity to the students to look for and find texts from different sources based on the model of text they have discussed in the classroom. Here the students' role also evolved although it needs to be developed. The students are becoming more active in their role as learners and are playing a major part in many aspect of the teaching of English using text types.

Concerning to the students participation in the class room, Richard and Lockhard (1996: 187) points out that

in many classroom, students have few opportunity to ask question on their own, although they may be given the opportunity to answer questions. Even when the teachers give students opportunity to ask and answer questions, they may address their questions to only a few of the students in the class.

f. Teachers' Role in the Teaching and Learning Activities.

The primary role of the teacher in a language class is to establish conditions and develop activities so that the students are able to practice the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to learning English as a foreign language.

Brown (2001: 167) points out 5 roles of the teacher such as: controller, director, manager, facilitator, and resource. As a controller, although it expected in traditional educational institution, but the teacher should control what the students do, when they should speak and what language form they use. In some interactive classroom, the teachers should act as a director as like a conductor of an orchestra or a director of a drama. The activity can operate well based on how the director improvises the event to be communicatively.

It is the teacher who acts as facilitator, resource person and language model for the foreign language classroom. If developing units, the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed

so that the students experience a high degree of success. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about. Available from http://.manaografias.com/trabajos18/the_communicative-approach/.the_communicative-approach.html.

The teacher is also involved in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practice a second language. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture. Richard and Lockhard (1996: 106) write that as a motivator, the teacher seeks to improve the students discover their own ways of learning and to work independently. As a facilitator, the teachers prepare the materials needed in the teaching and learning activities such as text to teach, and others supported materials, set a well situated condition in the classroom that make the students feel pleasant in the classroom.

In addition, Richards states that the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning (Richards, 2007: 20).

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most

often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centered rather than teacher-centered; the students do most of the talking and the role of the teacher is to facilitate advice, assist and offer direction (Brown 2001: 99). As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work. During these activities, the teacher will interrupt to correct students only if the errors are so serious as to block communication. The role of the English teacher in the classroom has traditionally been to convey knowledge. As the teacher moves toward being a facilitator of language learning, the students acquire skills that will enable them to be independent language learners.

From the description about the teachers' roles, it can be said that teachers have widely role in the teaching and learning activity. The research finding shows that the role of the teachers is varied, such as giving task, motivating the students, facilitating, controlling the students' activity and also evaluating to measure the students achievements. The teachers not only take part as educator, but also as motivators and facilitator to the students. The teachers have awareness of their role to help the students to gain their ideals by motivating them continuously to study hard. The teachers commented that they always stand beside the students to

help and motivate them when the students have difficulties in learning the language.

Based on the findings concerning to the teaching of English using GBA in the teaching of English in SMA Negeri 1 Surakarta, it can be assumed that the teachers playing their role as it should be but they still need to develop their knowledge in: 1) arranging lesson plan based on the text type to teach, formulating objectives to achieve on each steps of the curriculum cycle, applying the GBA in the teaching and learning process using the steps in curriculum cycle, and creating texts based on the text types suggested.

Kim and Kim, (2005: 9-10) indicates the teachers' role as an interventionist should ensure that the students are able to understand and reproduce the typical rhetorical patterns they need to express their idea. The focus is on the form and function of the particular text type, and on illustrating the process of writing a text, considering both the content and the language.

2. The English Teachers' Perceptions of GBA

The teachers' perceptions are described based on two dimensions such as: the English teachers' perceptions of GBA in the teaching of English as a foreign language; and the English teachers' perceptions of GBA in improving the students' English proficiency.

a. The English Teachers' Perceptions of GBA in the Teaching of English as a Foreign Language

Based on the research finding, the teachers indicated that GBA is the teaching of text types. On the other way round, they commented that GBA is an excellent approach in the teaching of English, because it can influence both the teachers and the students to study hard. The teaching of English using GBA encouraged the teacher of English in SMA Negeri 1 Surakarta to study hard to master all the twelve text types suggested by the *KTSP* curriculum for senior high schools.

The teaching of English using GBA reflects the teachers' mastery of the teaching competence, such as personal, professional and social competence. One of the teachers commented that GBA is a '*new thing*'. It is different from the other approach. This approach emphasizes the students to be able to differentiate the text types. Last time, the texts are being taught based on such topics suggested by the curriculum.

According to the teachers, the last curriculum served the teachers with 'ready to use' materials to teach. It is different with the current curriculum. The teachers have to 'look for and find' the materials to teach. The teachers teach the language in order to master the grammar and vocabulary. It is different to the current curriculum which emphasizing the development of the fourth skills and also grammar and vocabulary trough text.

In teaching language using GBA, according to Cope and Kalantzis (2003) in Yan (2005: 20), teachers should follow at list three phases, such as: (1).the target

genre is modeled for the students. The teacher should adopt the role of assistant and guide and work closely with the students and encourage them, offering helpful feedback and suggestion, (2) a text is jointly constructed by the teachers and students. In this phase, the teachers should directly train the students about writing strategies, and (3) a text is independently constructed by each student. Here, the teacher should include the listening, speaking, and reading skill.

Based on the Teachers' comments on the research finding, it can be concluded that the teachers have good perception about the use of GBA in the teaching of English as a foreign language. It is to make the students to understand different English text using different strategies. In the teaching and learning activity, the teachers are required to study hard, and to spend more time to prepare the lesson.

The use of GBA also causes the teacher to study, and they have to be creative. And at the end, the students not only are able to read in order to answer questions, but they are able to product a good text. The students also have awareness of the importance of English as a foreign language and are able to communicate in the target language.

b. The English Teachers' Perceptions of GBA in Improving the Students English Proficiency

In the teaching of English, the teachers of SMA Negeri 1 Surakarta try to make the students to be able to communicate through introducing different text types recommended on the 'KTSP' curriculum. The communication trough text

types/genres introduce the students to the whole of written text rather than the level of sentences. Hammond et al (1992: 13) writes that when developing literacy program, the teacher needs to introduce the students to the whole texts within an appropriate context of situation to discuss their purposes and to take account of the schematic structure of the text in discussion with the learners.

The final target of the teaching of English is to develop the students' competency to communicate in written and oral form. In achieving the main target of the teaching of English, curriculum 2004 suggested applying the 'cyclical' teaching process.

Tujuan akhir pembelajaran bahasa Inggris adalah mengembangkan kompetensi peserta didik untuk berkomunikasi lisan maupun tulis. Karenanya proses belajar mengajar disarankan menggunakan siklus lisan dan siklus tulis (Depdiknas, 2004: 84).

Teacher YK pointed out that by using the 'Genre Approach', the students are able to know different types of text and be able to produce texts. It means through text type whether it is written or spoken, it enables the students to communicate through text they wrote. Hyland (2004: 4) writes that genre is a term for grouping a text together, representing how writers typically use language to respond to recurring situation. This means that genre is type of written and oral text used to tell something in such situation

The consequence on the development of the students' ability to communicate is that the students are able to present an *explanation* text orally without reading to the text or note. The students try to explain the pictures shown on the screen as clear as possible using their own words related to the procedure text given. Here, the students have to master the text well. This activity, according

to Richard reflected the activities in the phase four of Feez and Joyce model of GBA: the “*Independent Construction of the Text*”. The activities of independent construction according to Feez and Joyce in Richard (2007 : 36) are:

- a. Listening task, e.g. comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering ticking, or underling material on a worksheet, answering questions;
- b. Listening and, speaking task e.g. role plays, simulated or authentic dialogues; speaking task e.g. spoken presentation to class;
- c. Reading task, e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering ticking, or underling material on a worksheet, answering questions; and
- d. Writing task which demand that the students draft and present whole text.

Based on the research finding, the teachers of English in SMA Negeri 1 Surakarta recognize that the use of GBA in the teaching of English can improve the students’ language proficiency. The students are able to: first, ‘look for and find’ texts from different sources (magazines, newspapers, related books, internet); second, analyze the text based on the language feature and the generic structure of the text; third, present/explain a text through pictures without reading a note/text; fourth, analyze a film show and criticize it; and fifth, write a simply text by observing a process of making something and by imitating the model of text given by the teacher.

The teachers pointed out that in the teaching English using GBA, the students read the text not only for answering the questions related to the text, but they are also steered to analyze the text type they read concerning to the context of situation and the context of culture the text called for, and be able write a simply text using correct grammar and vocabulary by imitating the model of text given.

The use of GBA emphasizes not only the process of writing, but also the product of a text. This situation is in line with Rodgers' statements in Lin (2006: 2) that: GBA, where teaching and learning focuses on the understanding and production of selected genres of texts.

3. The Difficulties in Implementing the Genre-based Approach

Based on the research finding, the teachers are encountered by difficulties in implementing the GBA in the teaching and learning activity. The difficulties arise from the students' side and also the teachers' side.

According to the teachers, there are four problems faced by the teacher in implementing the GBA that arise from the students' side. First, the students in a classroom have different level of competency; second, the lack of vocabulary; third, the mastery of English grammar; and fourth, the limit of time to understand the material.

The teachers overcome the problems by explaining the material many times, or grouped the students to study together in group discussions, and ask them to write certain kinds of words and memorize them.

To overcome the problems, the teachers suggested follow the steps on the teaching and learning cycle in the teaching of English. It can improve the students' lack of vocabulary and grammar, because each steps, have the teacher to guide the students to master the vocabulary and the grammar used on the text type.

According to Lin (2006: 12) grammar instruction is an integral part of the teaching of genre. It differs from more traditional forms of grammar instruction in some very fundamental ways which focus on sentences analysis and grammar rules.

The problems arise from the teachers' side in implementing the GBA are: how to make the students to understand different types of English text; it required many factors to be mastered by the teacher; emphasizes the teachers to study hard; the understanding of GBA; and the mastery of text types. Teachers must read more books, share with experienced teachers in order to know how to make use the approach in the teaching and learning activities

4. The Way the Teacher of SMA Negeri 1 Surakarta Acquire and Develop Knowledge about GBA

According to the research findings, the teachers of SMA Negeri 1 Surakarta acquire and develop their knowledge about GBA since KBK curriculum was introduced. The teachers attend educational training about the implementation of the curriculum and also approaches that can be used in the teaching of English. It means that the use of GBA was introduced since 2004. The teachers commented that all the English teachers in SMA Negeri 1 Surakarta have been involved in the educational training, whether in regional level, and also in school level.

Based on the teachers' confession, it can be concluded that all the teachers have master the rule of GBA and how to implement it in the teaching of English. Concerning to the educational training, Richard (2001: 210) writes that the

training dimension refers to possession or professional qualification in language teaching; and experienced refers to classroom experience. Teachers' knowledge of teaching can be achieved by participating educational training program and by sharing with the experienced in teaching.

The teachers indicated that for the teachers who can not attend the educational training in regional level, they can acquire knowledge from *MGMP* meeting, or revitalization program. Revitalization program was carried out to maintain the problems faced by the teachers in the teaching and learning activity. The teachers also acquire knowledge by sharing with the other experienced teachers and attaining *MGMP* meeting each Tuesday.

Teachers are encouraged to become more knowledgeable about theories and methods of second language instruction. This can be done through reading and attending workshops, professional development days and conferences whenever the opportunity lends itself. Meeting with colleagues, formally or informally, also provides an opportunity for discussion, sharing and practicing the language on another level. ([http://.manaografias.com/trabajos18/the_communicative-approach/. the_communicative-approach.html](http://.manaografias.com/trabajos18/the_communicative-approach/.the_communicative-approach.html)).

Ideally, if the teachers constantly attain the educational/teaching training, s/he should have to apply the GBA well. Richards (2001: 212) writes that if the teachers are expected to teach well and to develop their teaching skills and knowledge over time, they need ongoing support.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The result of this research is the description of the implementation of Genre-based Approach (GBA) to the teaching of English in SMA Negeri 1 Surakarta which based on the six dimensions. The use of GBA in the teaching of English provides the development of the teachers' teaching competency, the students' language proficiency. As the students learn the content of the text, their language skills are developed and the mastery of vocabulary and grammar also increased. The development of language skills and the mastery of vocabulary and language grammar influence the ability to communicate.

The ability to communicate means the ability to use the language properly and appropriately to achieve communication goals in written and spoken form in certain context of situation (social and cultural). According to KBK curriculum, the communicative competence is the ability to understand and produce texts as the appreciation of the language skills (listening, speaking, reading, and writing) (Depdiknas, 2004: 8). This sentence underpin with (Richards, 2007: 32) that the communicative competence involve being able to use different kinds of spoken and written text in the specific context of their use.

The use of GBA in the teaching and learning of English in SMA Negeri 1 Surakarta applied since the KBK (2004) curriculum was introduced, though there are many difficulties faced by the teachers. The difficulties from the teachers are that they should have extra competency to prepare the teaching and learning activity, while from the students are the different of competency, lack of vocabulary to construct a short text, the mastery of English grammar, and the limit of time for the students to do the task

Although the implementation of GBA has difficulties and disadvantages, it gives contribution to the development of the teaching of English subject for both the teacher and the students' language proficiency. There are significant points gained from the implementation of GBA in SMA Negeri 1 Surakarta.

First, the use of GBA influences the development of the teachers' teaching competency in the teaching English as a foreign language. The teachers are forced to create various teaching and learning strategies to make the texts understandable by preparing and executing the teaching and learning activities through the teaching of text types, 'looking for and finding out' suitable text to teach, mastering the text types and creating strategies to teach/to make the text types understandable

Second, the teachers have perceptions that GBA is an excellent approach to apply in the teaching and learning activity, therefore the students are not only be able to differentiate the text types, but also be able to create , analyze and create a simply text. It is the students' ability to understand, differentiate and to analyze

the text based on its social function, generic structures and language features that have to be considered by the teacher.

Third, the use of GBA provides the students' language competency through the development of the students' language proficiency. The students acquire the four language skills (listening, speaking, reading, and writing) and two language elements (grammar and vocabulary) throughout the mastery of the text types. The use of GBA gives opportunities to the students to communicate through written and spoken text in the specific context of their use. They are motivated to study the text not only for enable them to answer the questions related to the text, but they also be able to master the text types and to create new text.

B. Implication

Based on the conclusions above, it can be assumed that the implementation of GBA in the teaching of English gives good contributions on the development of the teaching and learning activities. The use of GBA creates new atmosphere in the teaching of English as a foreign language. The students and the teachers encouraged with different way of teaching activity through different types of text to be mastered. Furthermore, the implementation of GBA develops the quality of the use of English as a means in communication.

As it gives good contributions to the teaching of English as a foreign language, the use of GBA should have to be proscribed by the decision makers so that the application going on as it should be.

C. Suggestion

By the end of the observation and the interview, the researcher got clear descriptions of the implementation of GBA in the teaching of English in senior high school. In the teaching of English using the GBA, text types are used as the medium to improve students' language proficiency. The researcher wants to give suggestions as follows:

1. The Head Master

Based on the observation and the interview to the teachers of SMA Negeri 1 Surakarta, the implementation of GBA in the teaching of English should be supported by: resources of materials (books, students' work sheet, and modules), to enable the teachers and the students in instructional activity; and teachers' training concerning to the implementation of GBA should be developed, therefore the teachers have clear conception about the teaching of English using GBA. The educational training programmed for the English teachers concerning to the implementation of GBA should be enlarged.

2. The Teacher

For the English teachers, it will be better if the teachers apply the steps in the 'curriculum cycle' in the teaching of text types from the first steps. The teaching and learning activities will be enjoyable through the teaching of the text types. There will be no doubt that the teaching of English as a foreign language will be understandable and communicable.

