

**UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-
BASED APPROACH IN ENGLISH TEACHING**

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MOTTO

“haltsu isseo”

This paper is dedicated to:

My beloved mother, Kinkin Patonah

My beloved brother, Syariful Bahtiar

My beloved father, Bahtiar

My beloved lecturers

DECLARATION OF AUTHENTICITY

I hereby declare that this thesis entitled “**UNDERSTANDING TEACHERS’ PERSPECTIVE ON GENRE-BASED APPROACH IN ENGLISH TEACHING**” and all its content is fully my own work. I did not plagiarize or quote in ways that are on in accordance with the ethics of science prevailing in scientific societies. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if any violations of educational research ethics are later found in this work.

Garut, June 22nd, 2024

My sincerely,

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ABSTRACT

In recent years in Indonesia, the Genre-Based Approach (GBA) has become well-known as an effective English language teaching methodology. This study investigated English teachers' understanding of the GBA concept and its implementation. Using semi-structured interviews, this study involved seven high school English teachers in Garut Regency with each school being different. Data reduction, data display, drawing conclusion were used to analyse the data. It was found that English teachers' knowledge of genre-based approach still needs much further development and guidance. They need to show it to understand the general concept of GBA. Regarding the implementation of GBA, their lack of knowledge is shown by incomplete activities at certain stages of the cycle, difficulties in implementing the stages. Educational background greatly influences teachers' knowledge of GBA. Therefore, it is recommended that teachers improve their knowledge of this approach practically and conceptually because the quality of the teaching process is very important in achieving student learning success. is very important in achieving students' learning success.

Keywords: *Genre Based Approach, Teachers' Understanding*

ABSTRAK

Dalam beberapa tahun terakhir di Indonesia, Pendekatan Berbasis Genre (GBA) telah dikenal sebagai metodologi pengajaran bahasa Inggris yang efektif. Studi ini menyelidiki pemahaman guru bahasa Inggris pemahaman guru bahasa Inggris tentang konsep GBA dan implementasinya. Dengan menggunakan wawancara semi-terstruktur, penelitian ini melibatkan tujuh guru bahasa Inggris SMA di Kabupaten Garut dengan masing-masing sekolah berbeda. Analisis data reduction, data display, drawing conclusion digunakan untuk menganalisis data. Ditemukan bahwa pengetahuan guru bahasa Inggris tentang pendekatan berbasis genre masih banyak membutuhkan pengembangan dan bimbingan lebih lanjut. Mereka perlu menunjukkannya untuk memahami konsep umum GBA. Mengenai implementasi GBA, kurangnya pengetahuan mereka pengetahuan mereka ditunjukkan dengan tidak lengkapnya kegiatan pada tahapan siklus tertentu, kesulitan dalam menerapkan tahapan. Latar belakang pendidikan sangat berpengaruh terhadap pengetahuan guru tentang GBA. Oleh karena itu, disarankan agar para guru meningkatkan pengetahuan mereka tentang pendekatan ini secara praktis dan konseptual karena kualitas proses pengajaran sangat penting dalam mencapai keberhasilan belajar siswa.

Kata kunci: *Genre Based Approach, Teachers' Understanding*

PREFACE

Alhamdulillah, the research paper entitled “Understanding Teachers’ Perspective on Genre-Based Approach in Teaching Language” is completed. This paper is submitted as a partial fulfillment of requirements for Bachelor of Education degree. Hence, the completion of this paper indicates that my study in English Education Department is finished.

This research paper is a part of the learning process. Any constructive suggestions and inputs are extremely welcomed for the improvements of this research paper and the related study. Hopefully, this research paper would give beneficial experience and contribution for the future researchers of the related study and for all the readers.

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CHAPTER I

INTRODUCTION

1.1 The Background of The Study

In recent years in Indonesia, the Genre-Based Approach (GBA) has become well-known as an effective English language teaching methodology. It aims to improve students' language skills through structured and contextually relevant activities (Sani, 2013). However, English teachers' understanding still needs to be improved, especially in genre-based approaches. Especially in Indonesia, they need to understand of the genre-based approach, and teachers must pay attention to the theory and concepts (Suharyadi et al., 2021). This case also appears in many other countries, including Australia, Thailand, and China, where teachers and students begin understanding GBA and its stages (Ueasiriphan & Tangkiengsirisin, 2019). In understanding the application of GBA, English teachers must face several obstacles. The challenge English language teachers face is the need for more references when exploring the method; Tartila and Yasin (2005) realized that teachers often need access to comprehensive references and resources related to classroom management and teaching strategies, further compounding the problem. In addition, teachers feel insecure about their knowledge and implementation of the GBA due to the need for more efficient training. According to Nurviana (2012), teachers still need guidance to develop the concept and implementation of GBA in language teaching. At the same time, the learning process is regulated or directed in a curriculum that is made to achieve learning objectives using the GBA.

The Indonesian government has made considerable curriculum revisions to boost students' abilities, notably in English. According to the outcomes of these revisions, emancipated curriculum, the technique utilized in learning English in general, is a text-based approach (Genre-based Approach), with SFL being used as a theory, as stated in BSKAP Decree No. 8 of 2022 about Emancipated Curriculum 2022. This approach aims to help students communicate well for

specific purposes by retaining language features and providing experience with English texts in factual, conceptual, and procedural knowledge (Kemendikbudristek, 2022).

According to Wijayaira et al. (2020), a genre-based approach enhances students' English competency by helping them grasp texts and their social purposes, textual arrangement, and language elements in suitable circumstances. According to Irawansyah (2016), the genre-based approach allows students to learn English more meaningfully. This research examines the understanding of English teachers because teachers are crucial figures in developing their students' achievements. Regardless of how effectively the curriculum is developed, student achievement ultimately rests on the teacher's duties in carrying out their duties. Therefore, this study is still relevant to be researched.

Looking at several studies that have been done previously, the researcher found several studies that have relevance and become a reference in finding problems in English language teachers' understanding of the genre-based approach as a language teaching method. In Sembianti et al. (2021), research shows that prospective language teachers often need help with the complex theoretical aspects of Systemic Functional Linguistics (SFL) that underlie GBA. So many teachers need a deeper understanding of the theoretical basis of GBA. This gap in theoretical knowledge can hinder effective teaching practices. Research conducted by Nadjib and Triastuti (2023) found that EFL teachers in Indonesia need more resources and adequate training in implementing genre-based teaching. This research refers to the findings of Nabilah (2023), who stated that teachers need more comprehensive training and resources to implement GBA effectively. In their study, Tardy et al. (2017) discussed the importance of genre knowledge in academic writing, emphasizing that teachers need to develop a deep understanding of genre theory and practice to teach writing skills effectively. In addition, Sun and Zhang (2022) examined how novice and experienced teachers perceive and implement GBA, highlighting that continuous professional development and practical training are essential to improve teachers' competence in this area. Based on the previous

research above, many teachers still need an in-depth understanding of it. Thus, this study is aimed at filling this gap.

As a result, this study investigates the problems by focusing on teachers' problems with understanding and implementing the genre-based approach. Because the theories of the genre-based approach are extensive, the researcher focused on the theories of the genre-based approach utilized in Indonesia, according to Emilia (2011). In terms of concepts, comprehension is built on general knowledge and its application.

1.2 Research Question

Based on the background of this research, thus the research was conducted to answer the following research question:

“To what extent does the English teacher understand the Genre Based Approach in teaching english?”

1.3 Research Objectives

Based on the problem formulation above, this research investigates English teachers' understanding of the Genre-Based Approach to teaching english.

1.4 Significance of the Study

This section will explain some of the benefits that can be obtained in the context of completing a thesis.

1. For theoretical significance, this research can provide information in the form of data documentation from the results of research that is considered suitable for further development and further research related to the subject matter.
2. For practical significance, the information and findings in this study can be used as motivations for educators and prospective educators to understand the genre-based approach more deeply. Likewise, for educational institutions and departments, the results of this study can be a concern and a reference for what is happening to educators today.

1.5 The Scope and Limitation

The scope of this research is that the instrument only conducts interviews. This research needs to be done by making direct observations of the teachers who have been interviewed. This research was done to see whether the interview results were suitable for actual implementation in teaching.

1.6 Definition of Terminologies

Defining terms is very necessary in explaining in detail the words used by the author in the title of this research, which aims to avoid misunderstandings and unclear interpretations. Based on this study, "Understanding teachers' perspectives on genre-based approaches in English language teaching", the terms that need to be discussed are as follows:

1.6.1 Understanding

In education, understanding refers to a teacher's comprehensive grasp of a specific teaching method, theory, or concept, including its theoretical underpinnings and practical applications. This is supported by cognitive learning theories, such as Bloom's Taxonomy, which categorizes cognitive skills from basic recall to higher-order thinking, emphasizing the importance of deep comprehension and application. According to Arikunto (2005), understanding what has been seen and can be discussed without having to reiterate what will be discussed is the capacity to understand.

1.6.2 Genre-Based Approach (GBA)

According to Emilia (2011), the Genre-Based Approach is a pedagogical framework derived from Systemic Functional Linguistics (SFL), developed by Michael Halliday. GBA focuses on teaching language through various text genres, emphasizing these texts' social purposes and structures. Emilia outlines four stages: Building Knowledge of the Field, Modelling, Joint Construction, and Independent Construction, aimed at improving students' skills in listening, speaking, reading, and writing.

1.6.3 Teaching Language

Language teaching consists of approaches and activities to acquire competency in a second or foreign language influenced by various ideas. Communicative Language Teaching (CLT) stresses engagement and authentic conversation as essential components of language learning, whereas Krashen (1982) emphasizes the need for intelligible input in language acquisition. These ideas argue for the engaging and meaningful use of language in classrooms.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer would like to provide some theories from experts to support all the elements related not only to the title of this paper but also to the content of the materials in this paper.

2.1 Understanding

The explanation of Bloom's Taxonomy, which Anderson's Taxonomy later revised, includes understanding. According to Anderson, includes understanding encompasses everything associated with the brain or its functions. Anderson breaks down understanding into six categories: remembering, understanding, applying, analyzing, rotating, and creating (Nafiati, 2021). According to Arikunto (2005), understanding what has been seen and can be discussed without having to reiterate what will be discussed is the capacity to understand. When a teacher can explain something to students in a language that is easy to understand or can explain in his or her language, it can be said that the teacher has understood the material. (Loughran, 2005). Therefore, it can be said that the teacher is competent if the teacher can explain something easily understood from the information or experience gained in detail; it is even better if someone can give an example of what he learned with the problems around the area (Sudijono, 2011).

2.2 Genre-Based Approach

The most recent curriculum recommendation used in Indonesia is the genre-based approach (Emilia, 2005). The model created by Rothery (1996) is the one that Indonesian teachers are better familiar. Below is an explanation of the definition, basic principles, advantages, and framework of the genre-based approach.

2.2.1 Definition of GBA

The first to develop a genre-based approach was Halliday during the 1980s in Australia. According to Hyland in Emilia (2011), a genre-based approach has influenced the Australian education system and has been adopted at various levels

of education. The genre-based Approach emerged in the 1980s due to dissatisfaction with the process of teaching English literacy (O'Mara et al., 2021). Then, GBA became more popular in the educational environment, especially in English language teaching (Hyland, 2004). This is because the genre, as stated by Hyland (2004), can help understand how people communicate with each other when they use language in a particular situation.

The genre-based approach is a language teaching framework that takes examples from specific genres and emphasizes the relationship between genre types and context (Enli, 2015). According to Candlin and Mercer (2001), a genre-based Approach to teaching languages places a strong focus on language in context, making it simple for students to comprehend how to utilize language in many contexts. According to Firkins et al. (2007), with this approach, educators can demonstrate their teaching by explicitly examining and modelling aspects of the text. Thus, genre-based approaches can help students understand and create texts in various written and oral situations. This approach aims to help students produce coherent and systematic writing. (Maulani, 2021)

Emilia (2011) states that writing and reading activities cannot be separated from speaking and listening; therefore, this genre-based approach can be improve all skills. The genre has been extensively included in EFL instruction and learning through the genre-based approach (Christie & Derewianka, 2008). Along with the premise, the genre-based method gained popularity when incorporated into the KTSP (Emilia, 2008). Teachers can fulfil curriculum achievements for their students by implementing the Genre-based Approach in English instructions (Emilia, 2005). The development of teaching modules based on this approach has further facilitated its implementation, providing structured guidance for educators. By utilizing these genre-based teaching modules, teachers can effectively meet curriculum objectives and enhance their students' English proficiency (Emilia, 2011). Judging from the module provided, in teaching descriptive text, the teacher displays several pictures or texts to build students' background knowledge. In the modelling of the text stage, the teacher asks the students to observe the text, after

which the teacher and students discuss the social function, generic structure, language features, and information in the text. Then in the joint construction of the text stage, students are divided into small groups and given LKPD to develop the text. The results of the group work were presented in front of the class and students responded to the results of the presentation, then exchanged information with other students regarding the results of the presentation. If the stage has been completed, the teacher gives feedback to students about the text discussed. Then at the end of the independent construction of the text stage, students are given individual LKPD and the teacher evaluates the results of the work.

2.2.2 Basic Principle of Genre-Based Approach

The approach's basic principles can assist students in writing in genres more successfully, which means that genres are more successful in accomplishing their objectives (Feez and Joyce, 1988, cited in Emilia, 2005). A genre-based approach, which includes social and cultural context, social activities, and explicit teaching and learning under teacher guidance, is founded on four basic principles (Ilham, 2010; C. Liu & Chen, 2022).

1. **Social and cultural context:** Exploring the social and cultural contexts in which language is used in literature is a critical component of genre-based methods. This is particularly important because a context's linguistic and textual elements often determine its overall structure and purpose.
2. **Social activities:** The underlying principle of this concept is Halliday's view of learning as a social process in which partnerships shaped by cultural value systems and ideologies convey knowledge relations within the social activities (Halliday, 1985, cited in Emilia, 2011). This aligns with the view of Vygotsky (1978) and Bakhtin (1986; Antonacci & Colassaco, 1995 cited in Emilia, 2011), who consider learning languages to be a social activity in which interacting with people initiates the process of internal growth (Feez & Joyce, 1998 cited in Emilia, 2005).
3. **Explicit teaching:** The genre-based approach focuses on the teacher's expectation to clearly outline the skills that students should have after

completing the learning process (Gibbons, 2002 in Emilia, 2011). This approach assists pupils in comprehending the steps necessary to generate various forms of appropriate writing (Jauhara, 2010).

4. Learning under teacher's guidance: The genre-based approach emphasizes that pupils learn language in an apprenticeship framework under the supervision of a teacher (Hyland, 2007). This is in line with the scaffolding learning principle of Bruner and Ross (1976 cited in Emilia, 2011) that the instructor serves as an authority on language systems and functions, and the learner as a trainee or apprentice

Concerning genre teaching, Derewianka (1998) states that grammar teaching should be a fundamental part of a practical Genre-based approach to reading and writing. Through learning grammar, students will know how language creates meaning (Martin and Rothery, 1993, quoted in Emilia, 2011). In this regard, functional grammar is a type of grammar that can be used to understand how meaning is formed in a genre. In this research, functional grammar is a tool for analyzing student texts.

2.2.3 The Advantages and The Disadvantages of Genre-Based Approach

2.2.3.1 Advantages of Genre-based Approach

Ummah (2019) states that implementing a genre-based strategy in language instruction has several advantages for enhancing writing abilities. This method focuses on teaching genres, which are texts with similar functions, audiences, and qualities. According to Hyland (2004), as cited in Kusumaningrum (2015), the genre-based approach has significant benefits in teaching English language acquisition, including:

1. Explicit, this approach makes the material easier to understand, which speeds up language learning.
2. Systematic, it offers a helpful framework that integrates language and context, assisting students in comprehending the connection between language and its social purposes.

3. Needs-based, in order to make language instruction relevant and successful, course objectives and material are closely correlated with the requirements of the students.
4. Supportive, this method helps teachers foster a supportive learning environment by supporting and inspiring student creativity and learning.
5. Empowering, with the help of text patterns and potential changes, allows students to create their writing style and adapt to various situations.
6. Critical, this approach facilitates critical thinking and analysis by providing access to relevant information and providing opportunities to question established narratives.
7. Consciousness-raising, enhancing teachers' pedagogical understanding. It helps them become more aware of texts and guides learner-specific challenges.

2.2.3.2 Disadvantages Genre-Based Approach

There are some disadvantages of the genre-based approach, including:

1. Neglecting student self-sufficiency, the genre approach has come under fire for allegedly undervaluing students' writing autonomy and independence, which might lead to students depending too much on instructor direction and failing to establish their own writing voice (Byram & Feng, 2004).
2. Limiting learners' creative thinking, the genre approach has come under fire for allegedly restricting students' ability to think creatively about the material and neglecting their innate creative and learning processes (Eriyani et al., 2020).
3. Overemphasis on linguistic perspective, the genre approach may lead to an overemphasis on linguistic structures and neglect other important aspects of writing, such as content, purpose, and audience (Eriyani et al., 2020).

4. Imposing rigid writing forms, critics argue that the genre approach can impose rigid writing forms on students, potentially constraining their writing voice, discursive diversity, and creativity (C. Liu & Chen, 2022).
5. Reinforcing the norm of authorized power, genre pedagogy has been criticized for reinforcing the norm of authorized power in academic writing and instructing static textual features, which can limit learners' opportunities to engage with diverse perspectives and ideas (J. Y. Liu, 2018).
6. Difficulty in learning transfer, some researchers question the ease of learning transfer in genre-based instruction, suggesting that the automaticity of learning transfer may take work to occur quickly (Pham & Bui, 2021).

2.2.4 Genre-based Approach Stages

The teaching and learning cycle that is part of the genre-based approach includes several stages. The teaching and learning cycle is essential in helping students identify and evaluate a genre's linguistic characteristics and schematic structure (Emilia, 2005; Lee, 2012). Teachers are advised to consider the cycle and implement it properly. The Genre-Based Approach offers several concepts for the teaching and learning cycle as proposed by Rothery (1996 cited in Emilia, 2005:132), highlighting the four stages of the teaching and learning cycle, which consist of (a) building knowledge of the field or negotiating the field (b) modelling and text deconstruction (c) joint construction of texts and (d) independent text construction. Teachers in Indonesia acknowledge the Rothery (1996) approach, which has been included in the Indonesian curriculum (Emilia, 2011). There are stages in the genre-based approach (Emilia, 2011);

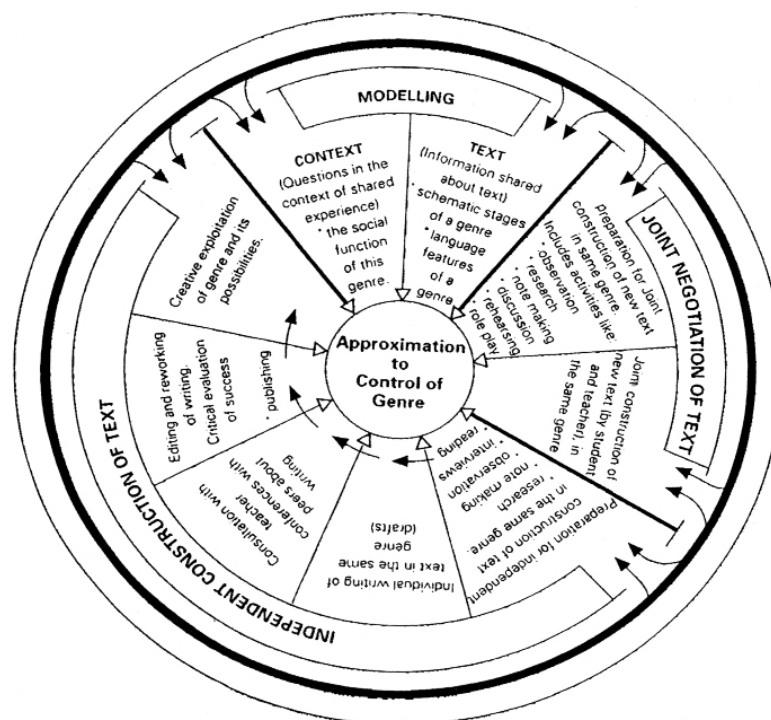


Figure 2.1 GBA's SFL model based on Rothery (1996)

2.2.4.1 Building Knowledge of Field

According to Emilia (2011), building knowledge of the field is critical to understanding of the genre that will be examined. This stage aims to increase pupils' understanding or foundational knowledge of the subject matter they are writing about (S. Feez, 2002; Gibbons, 2015). In this stage, the teachers can introduce the text to build up students' understanding of the genres taught (Derewianka, 1998). The sociocultural background of a genre and its learning objectives are initially explained to students as part of the learning process (Nurlaelawati & Novianti, 2017). Encouraging conversations and activities that shed light on the situational and cultural background of the genre under study are part of the Building Field Knowledge curriculum for students (Chaisiri, 2010). Teachers need to encourage students to read relevant materials to the genre being discussed, to observe pictures or videos, and to take part in role-play (Gibbons, 2015) as well as to highlight the expression and vocabulary used in the text (S. Feez, 2002) or ask the pupil's read the text such as employing the three-phase technique as suggested by Wallace in Gibbons (2015) that is pre-reading, whilst-reading, and post-reading. In knowledge building, certain activities - such as creating a social and cultural environment,

exchanging stories, and discussing vocabulary - are usually used at this stage (Fanani, 2018; Pujianto et al., 2014).

2.2.4.2 Modelling of the text

According to Emilia (2011), the process of giving or demonstrating the material that is the main emphasis of the lesson to the students is known as modelling of the text. In modelling of the text, students can compare their work with the model, which may encourage a clear concept of the goals to be achieved (Emilia, 2005). "Students can compare their work with the model they have, and using a model encourages students to have a clear concept of the goals to be achieved," claims Emilia (2011). According to Chaisiri (2010), text modelling emphasizes text analysis, which helps students recognize the purpose, general (schematic) structure, and linguistic elements of texts. Furthermore, modelling of the text is referred to as "familiarization with the genre" by Bruner (1978), as noted in Derewianka (2008). Teachers may start by introducing the students to the genre and then enrich them with example texts. The teacher could assign reading to the class before modelling the discussion text (Pardiyono, 2010). The teacher can then probe the pupils about the text's topic to examine its social function and walk them through each phase to examine its schematic structure (Derewianka, 1995; Emilia, 2005). Regarding this, it is advised that teachers assign engaging exercises about the language elements (Emilia, 2005). Furthermore, the main objective of modelling is to get the pupils to focus on the genre's characteristics (Fanani, 2018; Pujianto et al., 2014).

2.2.4.3 Joint Construction of the Text

According to Emilia (2011), students will start applying their knowledge and abilities to the text's writing through joint construction of the text. Here, students will have the opportunity to write based on the texts that have been covered during modelling. During this stage, the instructor and pupils collaborate to construct the text (Chaisiri, 2010). The entire class, small groups, or instructors and students at conferences can all participate in this exercise (Feez, 2002; Hyland, 2004). Emilia (2011) stated that in the joint construction of the text stage,

collaborative text construction is crucial, particularly for students unfamiliar with a particular genre. However, since the genre is essentially a text that has already been learned, this step can be ignored (Feez, 2002). This stage presents significant challenges in the Indonesian setting since more students must participate (Emilia, 2005). Emilia proposes that educators in the Indonesian setting might go straight to the independent construction of the text stage.

2.2.3.4 Independent Construction of the Text

Derewianka (1998) and Feez (2002) stated that once students are comfortable with the text kinds and topics they will be writing about, ask them to write independently on the themes covered in the text types or learned genres during the independent construction stage. Students should be able to compose their texts or speak effortlessly and independently (Fanani, 2018; Ratna, 2015). In this stage, when composing their papers independently, pupils are urged to use their knowledge (Emilia, 2005). According to Feez and Derewianka (2002), teachers still need to help students, especially underachievers, pick subjects connected to the genre they are learning. Teachers can enable students who perform well to assist their colleagues who perform poorly in this way (Emilia, 2005).

2.3 Teaching Language

2.3.1 Definition of Teaching

According to *Oxford Advance Learner's Dictionary of Current English*, the definition of teaching is “to impart knowledge, skills, or other abilities to someone so they can know or be able to do something.” (Hornby, 1987). According to Brown, “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in learning something, so that the knowledge can be known and understood.” (Brown, 2007). According to Harmer (1998), teaching means giving someone knowledge or instructing to train someone.

2.3.2 Basic Elements of Teaching

a. Students

As stated in the national educational aim, students are a part of the educational system that will get an education to become qualified humans.

According to the contemporary perspective, students are both the subject and object of education (Brown, 2007). This implies that students have the right to actively develop their potential and become more creative, as well as the requirement that they participate in teaching and learning activities. The main factor influencing students' performance in the learning process is their motivation. Regardless of the teaching strategy the instructor employs, the best learning outcome may be obtained if the students are highly motivated, genuinely want to learn, and have compelling reasons to do so (Harmer, 1998). To effectively achieve learning objectives and achieve the best possible outcomes, educators must be able to foster students' motivation and spirit during the teaching and learning process.

b. Teacher

According to Ngalim (2003), a teacher assists others in gaining information, skills, or morals. This concept places particular emphasis on teachers' role in helping students acquire knowledge and skills. Harmer (1998) stated that Teachers are professionals whose primary responsibilities in an educational position are to instruct, mentor, inspire, prepare, assess, and evaluate pupils. Effective teaching involves organizing and preparing lessons to maximise each student's potential. Teachers are part of the educational process, and to carry out their responsibilities efficiently, they need to possess specific abilities and knowledge.

2.3.3 Definition of Language

Language is a means of communication generated by the human speech organs among members of a society (Oviogun & Veerdee, 2020). In this with Nunan (2015), language is a tool for communication that people use to exchange ideas, sentiments, and information with one another. By using language, people can develop their knowledge and know about something.

2.4 Previous Study

Previous studies thoroughly investigated the effectiveness of using the Genre-Based Approach (GBA) in English language training and demonstrated

considerable increases across all language skills (Ariyanfar, 2020; Aswani et al., 2023; Nabella & Rini, 2023; H. Putra et al., 2023). These studies consistently reported positive outcomes, highlighting GBA as a beneficial methodology for enhancing students' proficiency in English. However, some research has identified a gap in teachers' understanding of GBA, which may impede its effective implementation (Nabilah, 2023; Nurviani, 2012; Ramadhan et al., 2024; Suharyadi et al., 2021). This lack of understanding among educators suggests further professional development and training to ensure the successful adoption of GBA in English language classrooms.

One of these studies was conducted in a thesis by Nurviani (2012). This research investigates English teachers' understanding of the genre-based approach. This research attempts to investigate the application of genre-based methodology. A mixed-method approach was used to obtain the results of this study. All information was collected from various sources, including closed and open-ended questionnaires, non-participant classroom observations for eight weeks, and semi-structured interviews conducted after completing all classroom observation tasks. As a result, it was found that guidance and improvement are still needed in English teachers' understanding of the genre-based approach. Based on the results of this study, the genre-based approach can be utilized immediately to improve students' conceptual and practical knowledge and teaching standards relating to the curriculum taught in schools.

Another study was conducted by Nabilah and Emilia (2023). This study aimed to determine English teachers' understanding of the concept and implementation of genre-based approaches. This study involved two high school English teachers in Aceh Tengah by conducting semi-structured interviews. Thematic analysis was used to analyze the data. The results of this study show that English teachers' knowledge of genre-based approaches could be much higher and require further development and guidance. They need to show it to understand the general concept of genre-based approach, text types, and the basic principles of genre-based approach. In terms of implementing the genre-based approach, their

lack of knowledge is shown by the incompleteness of activities at certain stages of the cycle, difficulty in implementing the stages, and inaccuracy in assessing students' achievements. Therefore, it is recommended that teachers improve their knowledge of this approach practically and conceptually, as the quality of the teaching process is crucial in achieving students' learning success.

Besides a previous study by Suharyadi et al. (2021), this study aimed to investigate the pedagogical content understanding of GBA and English instruction in the Indonesian setting among EFL teachers. Forty-two senior high school English instructors provided the data gathered through interviews, observations, and questionnaires. The first type of data was assessed by response counting, which yielded scores and percentages to create the categories of teachers' knowledge. The data analysis shows two main categories of English teachers' pedagogical content understanding of GBA: 61.9% of teachers had shallow knowledge, and 38.1% of teachers had profound knowledge. This means that there are still many teachers who have shallow abilities related to genre-based approaches. One significant result is that in order to perform better classroom instruction, both types of EFL teachers must get a deeper understanding of the GBA ideas and concepts employed in the curriculum.

Research conducted by Ramadhan et al. (2024) aimed to determine the ability of pre-service English teachers to implement the Genre-Based Approach in EFL classrooms. The research used a qualitative case study approach to investigate pre-service English teachers' understanding of GBA in the latest curriculum in Indonesia, called the emancipated curriculum. The research was conducted at Al Hikmah Teacher Institute. One method for choosing the participants is non-probabilistic purposive sampling. In addition, the researcher conducted interviews with a selected group of individuals to enhance comprehension of the findings. This study applied questionnaires, structured interviews, and document collection as instruments. This study found that 1) the majority of pre-service English teachers (71.5%) do not know enough; 2) the rest (28.5%) know enough about GBA content

knowledge in English Language Teaching teaching practice. That means the same thing that pre-service teachers still need to understand the genre-based approach.

In conclusion, although GBA is beneficial, the lack of adequate teacher training and understanding remains a significant barrier. Many educators still do not deeply understand the genre-based approach. Educators' skills and abilities highlight the fact that GBA's full potential can only be achieved in the classroom with adequate resources and support. Therefore, to ensure that instructors can successfully use the GBA and optimize its benefits for students, these issues must be addressed by offering a comprehensive training program and ongoing opportunities for professional growth.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used to conduct this study, including the research procedure, which is used to attempt to find the answer to the research question related to this research: “To what extent do the English teachers understand of Genre-Based Approach in language teaching?”. This chapter also describes the following major components of the study: research design, setting and participants, data collection, and data analysis.

3.1 Research Method

This research used the qualitative research method. The qualitative research method was relevant to be used since the research objective was to find out the rationale for selecting this approach based on the definition of qualitative itself, which prompted the researcher to make a personal evaluation as to a description that matches the scenario or themes that capture the primary categories of information and only focus on particular phenomena (Creswell J. W., 2018). This research is classified as qualitative since it studies words rather than statistics (Lodico et al., 2013). The researcher plans to use this research design to learn how to understand teachers’ perspectives of the Genre-Based Approach used in teaching language and what teachers think about this approach.

3.2 Research Design

This research used a case study research design to determine how a genre-based approach is implemented at the junior high school level. This research is characterized as a case study because the researcher interprets the data collected through student interviews to comprehend what teachers and students have done. According to Gomm, Hammersley, & Foster (2000), a case study is a type of research that looks into various instances in depth. The interview is used to collect the data. To analyse the data, this study focused on analyses by interview transcripts acquired from the participants' responses. Case studies have the ability

to provide an in-depth knowledge of processes rather than results, as well as generate a complete picture of the research and research participants in their natural setting (Creswell, 2007). A case study can be a suitable research method for this study because, as explained earlier, this case differs from others based on the limited literature on teachers' understanding of genre-based approaches.

3.3 Research Site and Participant

3.2.1 Research Site

This research conducted at several senior high schools in Garut, West Java. The reason the researcher chose the senior high school represents the data needed for this study. This school was chosen for various reasons. Firstly, this high school has implemented the emancipated curriculum, which, according to in the curriculum rules, has been recommended for the use GBA. Secondly, this high school was chosen because the use of GBA in English language teaching in the school has been suggested and used, as seen from the preliminary research that has been conducted. In addition, the researcher chose several senior high schools because it can be a comparison of the teacher's ability to understand the GBA.

3.2.2 Research Participant

According to Creswell (2007), qualitative research recommends conducting three to five interviews with participants when it comes to case study methodologies. However, it is considered finished when data collection reaches the anticipated saturation point and complies with research requirements. Purposive sampling is thus used by researchers to obtain detailed information about the study problem and determine which is most likely to yield relevant data (Kelly, 2010). The following are some of the factors the researchers used to choose participants:

1. The teacher has taught at the school for a long time, so he can be called a professional teacher. According to (Hamalik, 2006), teachers who have completed teacher education programs, possess the necessary skills to

instruct students and have pedagogical experience might be considered professionals.

2. All participants are teachers of English subjects and GBA has been applied to language teaching.
3. All participants conducted various experiences of teaching regarding GBA.

Table 3.1 *Teachers' Profile*

Participants	Teacher Experienced	Study Background
English Teacher 1	20 years	Bachelor Degree
English Teacher 2	15 years	Bachelor Degree/ PPG
English Teacher 3	6 years	Bachelor Degree
English Teacher 4	15 years	Bachelor Degree
English Teacher 5	21 years	On progress in Post Graduate Degree
English Teacher 6	20 years	Bachelor Degree
English Teacher 7	6 years	PPG

3.4 Research Instrument

In this study, there are two instruments to use: survey and interview. This survey aimed to provide an overview of how much teachers have applied the concept of the Genre-Based Approach in teaching language. Another instrument is an open-ended interview to obtain the data or information by selecting purposive sampling and knowing the teacher's understanding of the Genre-Based Approach. According to Creswell (2018), in qualitative interviews, a researcher asks broad, open-ended questions to one or more participants and documents their responses. Researchers use open-ended questions to learn more about people interviewed and their thinking processes, and there are no correct or wrong answers to these questions. At the time, of the interview the researcher only asked the question, and then the participants answered according to the question. This study consisted of 19 questions, which were developed based on theory and research results from Emilia (2010), Feez (2002), Adamson (2004), and Gibbons (2002).

3.5 Data Collection

The data collection in this study was gained through interviews and observation. The following procedures were used to collect the data for this study:

1. Semi-structured Interview

Data collection is conducted using semi-structured interviews. These interviews make it easier to assess the research subject by examining it from the participants' perspectives and communicating their views, ideas, and opinions (Cohen et al., 2007). They were also chosen because they enable the addition or removal of any part of the pre-planned questions. A set of prepared questions is used, and participants are only asked to respond to questions posed by the researcher.

2. Audio Record

Researchers can benefit from audio recordings when conducting interviews. In order to facilitate the process of transcribing interview data, researchers utilize smartphone voice recorders to capture participant responses.

3.6 Research procedure

To get the required data for this study, researchers had to take several steps. Included in the steps are:

1. Researchers first contact and make an appointment with the teacher who will be a participant in this research.
2. Then, researchers visit the school where teaching each teacher and ask permission to conduct research.
3. After obtaining permission, the researcher encounters participants who are dipped and discusses the researcher's purpose.
4. Researchers collect data through audio interviews and recordings.
5. After being interviewed, the researcher asks permission to observe the class.
6. After all data is collected, researchers say goodbye and thank the school participants and staff because the researcher has finished collecting data.
7. The researcher will process all data obtained.

3.7 Data Analysis

Technical data analysis aims to make data accessible and easy to comprehend using data analysis techniques, which offer a clear picture, explanation, and comprehension of the data. According to Miles & Huberman (1992), there are three stages of data analysis, which are as follows:

3.7.1 Data Reduction

The steps in this data analysis process includes selecting, gathering samples, summarizing, and searching for themes and patterns in the unimportant data.

3.7.2 Data Display

The data presentation stage generally consists of three parts: a brief narrative-style overview, a data summary, and data that has been summarized before being displayed. At this point, interview results are analyzed based on the information gleaned from the document analysis. After that, the interview data were examined and was given an organization's code. Reflexology analysis is performed on coded data before it is written up and presented. In this manner, researchers can quickly and readily decide what conclusions to draw.

3.7.3 Drawing conclusion

After reducing the amount of data and presenting it, the last step in the analysis is to make conclusions. At this point, researchers wrap up their investigation, answer their research questions, and solve their problems.

3.8 Research Timeline

Below is the research timeline for the next three months, which this study passed.

Table 3.2 *Research Timeline*

No.	Activities	Months						
		Nov	Dec	Jan	Feb	Mar	Apr	May
1.	Research proposal examination							
2.	Preliminary research							
3.	Data collection activities							
4.	Data analysis							
5.	Finalization							
6.	Research examination							

Based on the table above, this research has made initial observations from December to January 2024. In January, the research proposal was expected to be implemented on time. Data collection and analysis activities began in the following three months, from February to April. Finalization of the research results is expected to take place around the end of April 2024. Therefore, the research examination for the bachelor thesis entitled “Understanding Teachers’ Perspectives on Genre-Based Approach in Language Teaching” is expected to can be completed in May 2024.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researchers write down the findings that have been collected. This chapter is divided into two main parts, which consist of findings and discussion. The findings present the results of data analysis obtained through interviews. The findings of this study are interpreted through discussion in the research.

4.1 Research Finding

This section emphasizes the findings regarding teachers' understanding of the genre-based approach in English language teaching. This study used interviews as its instrument. Seven English teachers teach in different schools in the Garut district. During the interviews, the researcher recorded the interviews using a voice recorder, one participant used the Zoom application and six participants were interviewed face-to-face. After collecting data through interviews, the researcher immediately processed the data. The findings of each interview are grouped according to the mentioned step by step from GBA and how to teach the teacher who made the data coding to make it easier when preparing it. Once grouped, the results were organised according to the findings one by one. Below is the explanation of the Steps and detailed interpretation:

4.1.1 The English Teachers' Understanding of GBA

Three categories have been identified based on the understanding teachers demonstrated through semi-structured interviews: general knowledge of GBA, basic concepts of GBA, and implementation of GBA. The information gathered from the interviews revealed that various teachers have different levels of broad understanding of GBA.

This study was conducted to examine teachers' understanding of knowledge about teaching with GBA. At the beginning of the interview, the researcher asked them to give an overview of this strategy, after which the researcher asked them to give an explanation of the implementation, as most of them have experience in the

teaching and learning process. The understanding concerns the basic concept by Rothery and Martin (1997) and the implementation as proposed by Emilia (2011).

a. English Teacher 1

English Teacher 1 is the senior teacher in the school. He has taught in the high school for 20 years and is a civil servant status. He has been using the GBA method for approximately 15 years. Based on the interview regarding the teacher's understanding enough of the genre-based approach method in language teaching, it is found that the first English teacher has just understood from the basic concept.

ET1: " When teaching a text or for example a narrative text, I always bring the children to the situation first, that narrative as we know that its main function is to entertain. I invite them, invite a fairy tale first after they are entertained, then I relate that this is one of the lessons about text types, now they know." (Recorded on December, 29" 2023)

His statement is in accordance with the first step in GBA, namely building knowledge of the field, where the purpose of this step is to help students understand concepts related to the type of genre to be learned. This is in line with Feez and Gibbons in Emilia (2011) that with the BKoF step a teacher can build students' knowledge about the topic. By stressing the use of functional linguistic modes and approaches, this first step attempts to increase students' understanding of the topic's overall context and to illustrate the background and purpose of specific genres (Ueasiriphan & Tangkiengsirisin, 2019).

ET1: "... after that I explained that, if you want to make a text, there are four types of paragraphs, I explained it all, paragraph 1 we have to write what, paragraph 2 must contain what, paragraph 3 and 4. Even sir, if the way to write it must use what type of time? Present

tense or past tense. Until then, I asked the children and then I explained it too." (Recorded on December, 29th 2023)

In the second step, he explained the stage, namely modelling of the text because he began to explain the material that would be discussed from its social function, text structure, and language features. In the statement accordance with Emilia (2010) states that the teacher explained the text structure and language features in the modelling stage. Through modelling, students are expected to gain a deeper understanding of the type of literature they are studying (Hyland, 2007).

ET1: "Then I give them time to discuss according to the group that was distributed, then they create texts in groups to discuss related texts discussed previously. For discussion time we agree with students between 15-20 minutes." (Recorded on December, 29th 2023)

In the third step, he explained in the joint construction of the text stage which is the stage to discuss related texts that have been discussed previously. This is aligned with Emilia (2016) to facilitate students' understanding the text by asking them to identify the text. Then, the students were asked to write about the text discussed in groups (Derewianka, 1990).

ET1: "After students have fully understood, students are asked to create text individually, well then in the next meeting I call one by one to the front to explain the results of the children's writing." (Recorded on December, 29th 2023)

At the last stage, he explained the stage of independent construction of the text which ensures that the students fully understand the text. Under the guidance of their instructor, children are supposed to be able to write on their own during this stage of independence (Ueasiriphan & Tangkiengsirisin, 2019). In this stage, while monitoring, guiding, clarifying,

or consulting on the writing process, the teacher provides opportunities for students to showcase their learning and create their completed work (Fanani, 2018).

b. English Teacher 2

This English 2 teacher is a teacher who has not been teaching English at her school for a long time. He has 15 years of teaching experience, but he has only been teaching as an English teacher at SMK for four years. She attended PPG in 2023 and used this GBA teaching method for one year. Based on the interview regarding the teacher's understanding of the genre-based approach method in language teaching, it was found that the first English teacher understood the basic concept and its theoretical implementation because he was able to explain how to apply the method in the classroom in detail and was able to explain the learner worksheets that he usually used.

ET2: "... first we build BkoF or building knowledge of the field, which is building students' knowledge, it is the teacher who provokes students, not the teacher who explains like 'that text description is ...' (Recorded on January, 1st 2024)

From the participant's statement above, she explained that the process of building knowledge of the field is to provoke students to previous knowledge related to the genre to be discussed. According to Fanani (2018) the aim of this step is to get students to concentrate on the features of the chosen genre. This is in line with Feez and Gibbons in Emilia (2011) who states that teachers can increase their students' understanding of the subject they will write about by using the BKoF procedure.

ET2: "Now, after the students have grasped the material that we will discuss, go to modelling, then we say "oh this is for now we are learning descriptive text" "have you ever learned descriptive text yet?'... Then we go to the material, that's in the modelling stage we

show about the material, descriptive modelling." (Recorded on January, 1st 2024)

Based on the statement above, she explained the stages of teaching genre-based approaches at the modelling stage. This stage helps in identifying the distinctive features that distinguish one genre from another. In this stage, students are made to feel familiar with the material presented (Derewianka, 1995) and examine genre models in to determine their intended use, language, structure, and potential variations (Fanani, 2018).

ET2: "... And then in the Joint Construction stage then form groups then we also make LKPD too ... please write and describe in groups about a public figure that students know." (Recorded on January, 1st 2024)

Based on the statement above, she explained how to implement the joint construction stage, and she asked the children to make a paper and then explain it in groups. She gave a worksheet to identify the genre in groups. In line with Derewianka (1995) that before moving into the independent construction stage, students are asked to create texts in groups, this can make it easier for students who still do not understand the text in the modelling of the text. In this stage, teachers collaborate with students to create texts that are comparable to each other to provide clear guidance and assistance in the process of converting spoken language into written language (Piriyasilpa, 2016).

ET2: "...after the group presentation, go directly to independent construction (IcoT), the new children please make describing people idol or free individually not in groups anymore." (Recorded on January, 1st 2024)

Based on the statement above, he explained that the last stage is independent construction. To ensure that each student understands the text that has been discussed is the purpose of this step. The purpose of this step

is to ensure that each student understands the text that has been discussed. The elaboration already done in the joint construction of the text to ensure their knowledge can be directly or in the form of writing (Arimbawa, 2012). Classroom activities at this stage allow teachers to ask students to apply their understanding of language features and structures to their writing (Mulatsih & Rifqi, 2012).

c. English Teacher 3

English 3 teacher is a teacher who has six years of teaching experience in senior high school. She has been using the GBA teaching method for six years by adjusting the material to be delivered. Based on the interview regarding the teacher's understanding enough of the genre-based approach method in language teaching, it is found that she has understood the basic concept because he was able to explain how to apply the method when teaching.

ET3: "So at the beginning of the meeting, we introduce the material first and will explain the material to be discussed by trying to give a stimulating question. Because there is material that has been discussed in the previous class, so here we try to remember together" (Recorded on January, 2nd 2024)

Based on his statement, of course, his explanation is in accordance with the stage of building knowledge of the field. This stage helps students to build the context needed to understand the text well. At this stage, she gives questions for students' about the material in that line with Dirgeyasa (2016) that the purpose of questioning is to assist students in constructing new text, utilizing existing knowledge, and encouraging reflection on their learning. This is done by introducing students to key concepts and terms related to the topic of the text. In consistent with Emilia (2011), at this stage, teachers need to ensure that students are able to write about the subjects

being studied and that they are familiar with the particular subjects they need to study.

ET3: "Then after that we give an example, well if for example the example of text A is like what, then the first consists of what grammar is used like what is usually explained, and usually for deepening the material, besides the text, we teach first after this discussion of the text, for example about narrative, what grammar is used and the tenses are also learned by the child." (Recorded on January, 2nd 2024)

Based on her statement, her explanation refers to the implementation of the modelling of the text stage. Understanding the story structure in a particular genre can be helped by genre modelling. But from the participant before him, it is slightly different in its implementation, namely skipping the joint construction of the text stage. This stage is skipped because most of the material studied has been explained at junior high school level. This is in line with Feez (2002) , who states that this stage can be skipped if students already understand the structure and language features of the genre they will discuss. Furthermore, namely independent construction of the text, she also rarely does the independent construction of the text stage because she does it at the same time as the review at the end of the material.

d. English Teacher 4

This English 4 teacher is a high school teacher. She has 15 years of teaching experience at the school. Currently, she is continuing her education at the master's level with a major in engineering education. Based on the interview regarding the teacher's understanding of the genre-based approach method in language teaching, it is found that the fourth English teacher has understood from the basic concept to its implementation theoretically. Because he was able to explain how to apply the method in the classroom in detail and was able to explain the learner worksheets that he usually used.

ET4: "The first thing is to first explore what the theme is, so brainstorming first. There must be a triggering question first, so mum first gives a problem, the problem can be in the form of text. Let the children read first whether they understand or not. After that, they are asked, do you understand or not? If for example you have, what is the text about, then at the end you will be asked, 'do you know what type of text this is?'" (Recorded on March, 6th 2024)

Based on the answers above, he was able to explain the first stage in building of knowledge. By using the method suggested in the emancipated curriculum module. But this way does not lose the essence of the main purpose of building knowledge of the field, which is to build students' knowledge about the topic they will write about (Feez, 2002). The teacher will see the background knowledge of the topic to be covered by building on the student's prior knowledge (Svinicki, 1994).

ET4: "Then the second one goes straight to modelling of the text first, which means it teaches the structure. After that, I asked the children about the structure to make sure they understood or not. In this modelling, I definitely explain the material to its use in social functions and language features, sometimes critical children like to ask me what this text is used for? Usually this is used to make what text?" (Recorded on March, 6th 2024)

Based on the above statement, the teacher explained the implementation of modelling in language teaching. In this modelling, of course, children are taught about text structure and language features. Students can ask the teacher about the social function and language features. This is in line with Derewianka (2003) who states that teachers ask students or vice versa about the text to explore the social function and reveal the text by exploring the structural scheme of the text. According to Irawansyah (2016), in the modelling of the text stage, these are the steps to understand the creation of structured text.

ET4: "then, if you have just entered JCoT, it is joint construction of the text, which means start making texts with the group or I can skip this stage if the students have knowledge about the text. Because the text in senior high school has been learn in junior high school. So I just refresh the knowledge." (Recorded on March, 6th 2024)

Based on the answer above, he did the joint of construction conditionally by looking at the text to be studied first. This is because it happens that he also teaches English at the senior high school and junior high school levels. This is in line with Feez (2002) who states that this stage can be skipped if students already understand the structure and language features of the genre they will discuss.

ET4: "The final stage is independent construction of the text, which is making the child's text. That makes it into project-based learning too. So usually if you use GBA, there must be a product, and the product is in the form of a text, and the product is used as a final project and not every chapter must be repeated. But there must be every skill like listening, reading, writing, and speaking must be there and every skill must have a value and if you use GBA, usually that's just one text so there are no more written tests." (Recorded on March, 6th 2024)

Based on the answer above, he explained the individual construction process by combining it with the project-based learning method, namely by producing a product from each student according to the material that has been discussed. In the teaching syllabus and learning resources that correspond to the learning phases of the emancipated curriculum, these two approaches are shown (Khasanah et al., 2023).

e. English Teacher 5

This English 5 teacher has 21 years of teaching experience in senior high school with civil servant status. She had attended PPG in 2022. She

also uses a genre-based approach according to the material she teaches. Based on the interview regarding the teacher's understanding of the genre-based approach method in language teaching, it was found that he already understood from the basic concept to its implementation because he was able to explain how to apply the method when teaching.

ET5: "... if, for example, you teach about texts, it is usually like we explain about texts, of course, we first tell the children by trying to provoke questions related to the text that will be discussed. Then later the child will also identify, identify approximately if what is conveyed by the teacher falls into what category. Sometimes, we can also use one word like Train. Later tell about the train, then ask about what the teacher was doing and which category it falls into."
(Recorded on March, 6th 2024)

Based on the explanation above, he can explain the application of building of knowledge by making questions that can build student's knowledge before entering into the material to be discussed. According to Emilia (2011) give any text to students related to the topic that will be the subject of their discussion. Building knowledge of the field can help students understand the text to be learned and focus on the topic (Ahmad, 2018).

ET5: "... after the children have grasped the material to be discussed, then I explain the definition of the text. Then the children can differentiate from the definition, and I need to explain the sentence structure, social function, and language features." (Recorded on March, 6th 2024)

Based on the explanation above, he explained the implementation of modelling. In this stage the teacher discusses the text that will be discussed so that students feel familiar with the text. So in this stage discuss together related, language features, social functions, and the structure of the text. The

step in making familiar to make decisions in determining language features and social functions (Emilia, 2005).

ET5: "After that, we also discuss with the children, nowadays when we give tea assignments "let's find differences!" that is no longer valid, so it should be student centre but we also have to be facilitators, so we first make a theme to jointly identify the text." (Recorded on March, 6th 2024)

Based on the explanation above, he explained the application of the joint construction stage. Which explanation is in accordance with the purpose of the joint construction stage stated that by Emilia (2011).

ET5: "Furthermore, there is an independent stage, usually I give this task depending on the material that has been discussed, such as if I discuss narrative, I will ask children to make a video for storytelling but if for example hortatory, of course they are encouraged to create their own text." (Recorded on March, 6th 2024)

Based on the answers above, of course, he does the independent construction stage by adjusting the material discussed and adjusting to the abilities that can be developed in the material. Which means he believes that this application can be applied in all skills. According to Emilia (2011) this genre method can be applied in improving all abilities.

f. English Teacher 6

English 6 teacher is the senior teacher at the school. She has been teaching at the high school for 20 years. He has been using this GBA method for approximately 20 years. Based on the interview regarding the teacher's understanding of the genre-based approach method in language teaching, it is found that the first English teacher has understood from the basic concept to its implementation. Because he was able to explain how to apply the method in the classroom in detail. When the researcher asked him to explain how to implement it, he explained quite clearly.

ET6: "In its application, the first is BKoF, of course in this step building student knowledge. Of course, children are first introduced to the material and allowed to explore the material." (Recorded on March, 9th 2024)

Based on the explanation above, he explained that related to building knowledge of the field, this stage can help students to form students' basic knowledge related to the topic that will be discussed (Nafik, 2024).

ET6: "Then there is modelling, enter the material that we will language of course in the presentation of this material also explains the generic structure and language features that are certainly often used in the material discussed." (Recorded on March, 9th 2024)

Based on the explanation above, he was able to explain the modelling of the text stage straightforwardly. Of course, the explanation is in line with Ahmad (2018) The teacher and students can discuss the text from the aspects of social function, generic structure, and linguistic features. The same stated with Emilia (2010) that the generic structure and language features can be explained in this stage.

ET6: "Then there is joint construction, after the children understand the material, we give them exercises about the material by discussing with their friends." (Recorded on March, 9th 2024)

Based on the explanation above, she explained the joint construction of the text stage. At this stage she asks student to discuss in groups to discuss. Students can do brainstorming, revising, editing, and proofreading (Emilia, 2011). Under the guidance of the educator, pupils can now attempt to develop the outcomes of the material's explanation in the modelling of the text stage with their peers (Putra, 2019).

ET6: "and last the independent construction stage, to ensure that the children have understood the text. By giving individual tasks to

do the same thing in the joint construction stage but this is done individually." (Recorded on March, 9th 2024)

Based on the explanation above, she explained about independent construction of the text stage. At this stage she asks the student to doing the same activity in joint construction, but this is individually. It should be possible for the students to apply their understanding of grammatical patterns and schematic organization to their own work (Putra et al., 2023). Thus, in independent construction of the text students write individually (Emilia, 2011).

g. English Teacher 7

This English 7 teacher is a teacher who has not been teaching English at her school for a long time. He has 7 years of teaching experience he has only been teaching as an English teacher at SMK for 4 years. She attended PPG in 2023 and has been using this GBA teaching method for six months. Based on the interview regarding the teacher's understanding of the genre-based approach method in language teaching, it is found that the first English teacher has understood from the basic concept to its implementation theoretically. Because he was able to explain how to apply the method in the classroom in detail and was able to explain the learner worksheets that he usually used.

ET7: During teaching, after the introduction. Entering the building knowledge of the field, so students are given an example, uh not an example, like a lure by using a word, text, or picture. That's to build the students' background knowledge about the text that we will learn. (Recorded on April, 23rd 2024)

Based on the explanation above, the teacher gives the example to find out the background of each student on the material that will be discussed in the next stage by using a word, text, or picture related to the material. As claimed by Raiyn (2016) students that study visually also

develop visual thinking, a type of learning in which knowledge is better understood and retained by the association of words, ideas, and concepts with visuals. In that line with Estrini (2021) by building students' background knowledge not only by text but by pictures or videos.

ET7: Then after that, in the modelling stage, students are given examples of the type of text that has been studied while explaining its social function, text structure, and linguistic elements.
(Recorded on April, 23rd 2024)

Based on the explanation above, the teacher begins to explain the text that will be learnt, both from its social function, generic structure, and language features. It entails giving pupils a written or spoken example of a modelling of the text that perfectly represents the particular text type they are learning (Emilia, 2011). The purpose of this step is to assist students in comprehending the vocabulary, structure, and traditions of the text type so they may use those same elements in their own writing (Irawansyah, 2016).

ET7: Then from the joint construction of the text, students together with the teacher discuss or practice how to create the text.
(Recorded on April, 23rd 2024)

Based on the explanation above, in this stage, the teacher begins to work with students to discuss and practice the text that has been learnt. As the process of these stages is stated by Emilia (2011) throughout this stage, the teacher and the pupils work together to compose the text. According to Putra (2019) Students can now try to deepen the explanations of the content in the text stage modeling with their classmates, with the teacher's direction.

ET7: Then in the independent construction of the text, students create the text in a bath without the guidance of the teacher, later at

the end there will be feedback from the teacher. (Recorded on April, 23rd 2024)

Based on the explanation above, in the last stage the teacher asked students to create texts independently and at the end of the teaching process there will be feedback on each other's writing. Students are creating their own texts at this point, working independently without the teacher's direct supervision or involvement (Davidson, 2007). Using this method enables students to create their own texts by putting the abilities and information they have gained from prior writing phases, such joint-construction of the text and modelling of the text, to use (Kamaliah & Apsari, 2022).

4.1.2 Understanding in Implementing

There are still many teachers who do not deeply understand the application of genre-based approaches to improve all language skills. As stated by the following;

ET3: "This method is difficult to implement in addition to writing skills."

ET1: "in the application of this GBA method for all skills for our place has not been able to in my opinion."

ET4: "I don't think GBA is suitable for listening"

This means that it is not yet in the category of understanding in its implementation. According to Emilia (2011), GBA is designed to improve proficiency in these four areas through structured stages. If a teacher fails to use GBA to improve all of these skills, this indicates a partial understanding of the approach. Comprehensive training and consistent practice in each stage of GBA is necessary to achieve true proficiency. Difficulties in implementing GBA can be caused by several factors, including a lack of understanding of the genre-based approach itself, as well as the challenges of integrating it into the existing curriculum and teaching practices. The study conducted by Andini (2021) emphasised the importance of teachers understanding the concept of genre and its application in writing instruction,

as well as the need for teachers to be able to deliver the steps of GBA effectively.

4.2 Research Discussion

This study shows the need for further understanding of the implementation of genre-based approach in improving all language skills by some senior secondary school teachers in Garut. Their understanding of the general concept of GBA is quite good. Given that some teachers already have long teaching experience and have a very high level of education. It is possible that people who have only had a short experience and have participated in the teachers' professional education program understand more than those who have been teaching for a long time. Meanwhile, other teachers did not take part in a professional teacher program before. Nurviani (2012) in his research revealed that teachers still have a poor understanding of genre-based approaches. It is still found that many university lecturers, teachers and pre-service teachers do not understand the genre as a whole (Dirgeyasa, 2016; Ramadhan et al., 2024). Knowing this is certainly not pleasant, because it has been mentioned that the genre-based approach is the method used in teaching English (Kemendikbudristek, 2022). Thus, there is a pressing need for targeted training and development programs to ensure all educators, regardless of their experience level, fully understand and can effectively apply students' GBA to enhance students' language skills comprehensively. In that line with Suharyadi (2021) that teachers need training related to GBA in concept, theory, and implementation. This is in line with Nabilah that teachers still need supervision regarding in-depth knowledge of the genre-based approach (Nabilah, 2023).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, three sections namely conclusion, the limitations of the study and recommendations for further research. The sections summarize up the information, the research findings, and discussions of the previous chapter.

5.1 Conclusion

Genre-Based Approach is a pedagogical framework that focuses on teaching language through various text genres, which prioritizes content and social functions. The Indonesian curriculum mandates the use of GBA for teaching English. The teacher's understanding of teaching methods is very important, because this understanding will determine the teaching process. This research has addressed English teachers' understanding of genre-based approaches in language teaching. The researcher found that teachers' implementation knowledge should be further improved. From the interview results, at the implementation stage, it is still seen that many teachers have not understood GBA in depth. It can be seen from the educational background and experience of participating in the professional teacher program. Teachers who participated in the professional teacher program understand the GBA more than teachers who have a lot of teaching experience. They stated that they know GBA only briefly and do not know whether GBA is right or wrong. In conclusion, high school teachers still have a superficial understanding of the basic concepts, for implementation they still need to improve in understanding how to apply GBA in language teaching. On the other hand, educational background also greatly influences the understanding of GBA.

5.2 Limitation of the Study

The study was limited to a specific geographical area and a specific group of teachers, which may not be representative of the wider population. In addition, the study relied on self-reported data, which may introduce bias.

Further research should include a more diverse sample and use observational methods to corroborate its findings.

5.3 Suggestions

Related to the result of this study, the researcher obtains several suggestions for the teachers, the institution, stakeholder and further researcher. The following are the suggestions:

5.3.1 For Teachers

In this study, researchers provide some suggestions related to this research. The researcher hopes that teachers can understand and find out more about genre-based approaches because it is the obligation of an educator as a means of transferring knowledge who must have the skills and knowledge that will be given to students. And this approach has been suggested in the curriculum for language teaching in order to achieve the intended outcomes. A teacher can teach students to communicate fluently and in accordance with their social functions. By implementing GBA the teacher has fulfilled his responsibility as a teacher who follows the suggestions of the curriculum.

5.3.2 For Institution

The results of this study can illustrate teachers' understanding of the genre-based approach in language teaching. Especially in the English Language Education Study Programme, the researchers hope that this research can provide enlightenment to the future provision of prospective teachers.

5.3.3 For Stakeholder

The results of this study can illustrate teachers' understanding of the genre-based approach in current language teaching. Especially in the Education office, the researchers hope that this research can be a concern to provide training or dissemination for teachers in their area.

5.3.4 For the Further Researcher

The researchers hope that this study will be useful for future researchers as an additional reference or information on the same topic or issue. The researchers

believe that future researchers will be able to obtain additional information regarding English language teachers' understanding of genre-based approaches in language teaching. In addition, the researchers recommend that future researchers expand the instruments and participants to get more accurate results.

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APPENDICES

APPENDIX A

Guided Question

No	Theories	Sub Variable	Questions
1.	Genre-Based Approach (GBA) is an approach aimed at providing learners with access to various genres of written and spoken texts which are deemed crucial or powerful for learners to interact in the society (Dufficy, as cited in Adamson, 2004).		Apa yang diketahui oleh bapak /ibu tentang penerapan berbasis genre?
2	According to Feez & Joyce (2002: 28) and Emilia (2011: 33), there are four stages of teaching English using GBA, Those are building knowledge of the field, modeling and deconstructing the text, joint construction of the text, independent construction of the text.	Understanding	<p>Bagaimana pendekatan berbasis genre ini dapat diterapkan pada pembelajaran bahasa asing?</p> <p>Apakah bapa/ibu mengetahui ada berapa tahapan penerapan pendekatan berbasis genre ini?</p> <p>Bisakah bapak/ ibu menyebutkannya 4 tahapan penerapan</p>

			pendekatan berbasis genre?
3	GBA does not only focus on writing skill but also all language skill (Emilia, 2011:31)	Perception	Apakah ibu/bapak mengetahui bahwa penerapan berbasis genre bisa diterapkan selain pengajaran writing skill?
4	Building Knowledge of The Field, this step aimed at building students' knowledge or background knowledge regarding the topic they will write about (Feez,2002; Gibbons, 2002,2009)		<p>Sebelum pembelajaran akan dimulai, apakah bapak/ibu memberikan contoh berbagai macam teks terlebih dahulu kepada siswa, baik itu secara hardfile atau soft file?</p> <p>Setelah memberikan file teks, apakah bapa/ibu meminta siswa untuk membaca teks tersebut?</p> <p>Setelah kegiatan membaca apa upaya yang dilakukan bapak/ ibu untuk</p>

			memberikan informasi secara eksplisit kepada siswa mengenai topik yang dibicarakan dalam teks?
5	In modelling techniques, the teacher's efforts are to look for text models to explain language features and generic structures of the text to students. (Emilia, 2010)	Implementation	<p>Apakah bapak/ibu menerangkan jenis teks yang diberikan kepada siswa?</p> <p>Apakah bapak/ibu menerangkan tahap tahap generic structure dan fungsi untuk mendukung teks mencapai tujuannya?</p> <p>Apakah bapak/ibu memaparkan dan mengidentifikasi language features pada teks yang diterangkan kepada siswa? Bagaimana cara penyampaiannya?</p> <p>Setelah menerangkan dan mengidentifikasi</p>

			apakah bapak/ ibu melakukan exercise kepada siswa secara individu untuk mengidentifikasi generic structure dan language features?
p6	The joint construction stage is carried out when students have difficulty understanding the texts that have been studied previously by asking children to identify texts both individually and in groups. (Emilia, 2016)	Implementation	<p>Ketika siswa dikira sudah paham dengan generic structure, language features, serta fungsinya. Apakah bapak/ibu melakukan review kembali kepada siswa baik secara individual atau berkelompok?</p> <p>Apakah bapak/ibu meminta siswa membuat teks tentang topik yang sudah dipeajari?</p> <p>Setelah membuat teks, apakah bapak/ ibu meminta siswa mempublikasikan teks yang sudah dibuat didepan kelas baik secara diapajang atau meminta</p>

			<p>menceritakan kembali teks yang sudah dibuat didepan kelas?</p> <p>Jika menceritakan kembali. Apakah itu menggunakan Bahasa Indonesia atau Inggris?</p>
7	<p>Independent Construction carried out after students feel confident in their understanding of the type of text and topic be written. (Callaghan and Rothery, 1989; Derewianka 1990; Feez, 2002. Macken Hoaraik, 2002)</p>		<p>Setelah mempelajari dan mendalami terkait teks tersebut apakah ibu/ bapak meminta anak untuk menulis secara individu?</p> <p>Apakah kegiatan tersebut berbentuk ulangan?</p> <p>Ketika meminta siswa untuk mengidentifikasi teks apakah bapa ibu memberikan teks yang sama atau berbeda-beda?</p>

A. Teacher Interview

Date: 29th December 2023

Informant: Englis Teacher 1

Interviewer: Researcher

B. Transcript

R: Assalamu'alaikum Wr.Wb

ET1: Wa'alaikumussalam Wr.Wb

R: Sateuacanna tepangkeun abi Hilsa Pramesti nyaeta mahasiswa Tingkat akhir ti IPI Garut

ET1: STKIP tea nya neng, Oh ayeunamah tos gentos janten IPI nya neng

R: Muhun pak, leres. Kaleresan bapak abi th nuju penelitian terkait penggunaan metode pembelajaran. Anggap weh pak sharing sareng abi nu teu acan gaduh pangalaman seur dina mengajar barudak.

ET1: Oh iya mangga neng

R: Bapak tos sabaraha tahun janten guru bahasa inggris di sakola ieu?

ET1: Abi ngawitan didieu teh ngawitan dari 97

R: Uluh dari 97 bapa, tos lami oge nya

ET1: Kalo dihitung-hitung udah 20 tahun lebih dan mulai honor dari 97 sampai 2003 tuh dan ada perubahan nah 2006 -2007 diangkat berdasarkan data base.

R: Pami ngajarna ti awal di didieu atanapi pernah di sakola anu sanes?

ET1: Dari awal berdirinya sekolah, karena berdirinya sekolah ini itu dari 97 neng, selain disini terus di sma cidatar, pernah juga di smp terbuka, ngajeganglah kapungkur ai nuju nga honor mah, yaa nambah nambah weh. Saya berakhir ketika penempatan perubahan itu harus nya di cikajang tapi saya ngajuin ingin disini. Saya merintis dari awal, masa ketika ssekarang harus ditempatin di yang lain.

R: Baik pak, kan tadi kata bapa teh bapa udah ngajar 20 tahun lebih yah. Pasti sudah mengeksplor berbagai metode pembelajaran. Nah biasanya bapa suka menggunakan metode atau pendekatan apa pak?

ET1: Metode pengajaran teh sebenarnya mah bervariasi, kadang-kadang sesuai kondisi gitu. Tapi yaa anak-anak memang agak ketakutan tapi mereka akhirnya ngomong juga 'enakeun juga yah' tapi ada rasa degdegannya tapi enakeun buat kitanya. Kenapa? Jadi termotivasi. Saya suka begini ketika saya mengajarkan sebuah teks contoh nya naratif dan ini saya uji cobakan juga waktu ketika saya di kuantitas tertentu pas perwakilan sekolah ini. Saya di test waktu itu harus euhh apa namanya peer teaching nya dan saya mengambil naratif dan alhamdulillah lolos. Saya trik nya gini ketika mengajarkan naratif saya selalu bawa dulu anaknya ke situasinya dulu, bahwa naratif seperti dari yang kita tau bahwa fungsi utamanya itu adalah entertain menghibur. Saya ajak mereka, ajak dongeng dulu setelah mereka terhibur baru saya kaitkan bahwa ini adalah salah satu pembelajaran tentang jenis teks, nah baru mereka tau. Kaya gituu.

R: Berarti itu bisa di kaitkan dengan metode GBA ya pak?

ET1: Nah bisa mungkin, kalo dikaitkan itu masuk kesana. Nah caranya tadi, kita bawa anak ke situasinya kemudian kita kasih satu contoh buat mereka

memahami bahwa ini jenis teks teh. Tah itu merekapun bisa bercerita langsung dengan menggunakan kata-kata sendiri.

R: Tapi pak kalo untuk anak dikasih kesempatan untuk berdiskusi secara berkelompok atau tidak?

ET1: Iyah, itu selalu saya diskusi dan akhir dari itu sendiri pasti bertanya ke anak untuk berdiskusi dengan kelompoknya di bagi waktu berapa menit berapa menit. Saya pun tidak menotulen sendiri, saya minta ke anak ‘berapa waktu yang kita butuhkan untuk mediskusikan ini?’ Kita sepakati dan akhirnya misalkan 10 atau 15 menit tapi saya gak pernah membiarkan mereka untuk keluar atau diem. Saya berkeliling terus dengerin, takut-takut kebanyakan anak suka gini ada yang diskusi, diskusi, yang diem diem. Saya pantau semuanya dan setelah diskusi ini harus ada satu perwakilannya tapi gak di tentuin anak-anak. Saya yang akan nentuin siapa yang harus ngomongin lagi didepan hasil diskusinya.

R: Oh jadinya bisa diterapkan dalam pengajaran speaking juga ya pak?

ET1: Iya, itu bisa di terapkan dalam speakingnya.

R: Seperti yang sudah dikatakan oleh bapak, pada saat mereka sudah berdiskusi kan terus kedepan ya pak untuk mempresentasikan hasil diskusi tersebut. Nah saat presentasi itu biasanya menggunakan bahasa Indonesia atau bahasa Inggris pak?

ET1: Nah, inilah yan menjadi permasalahan kita. Untuk diskusi ternyata mereka masih menggunakan bahasa Indonesia yang mungkin dari lingkungannya juga dari lembur yang ngomongnya tuh di tanya ku kita mereka udah mengeluh tidak tau artinya. Tapi saya juga sering biar mereka gak terlalu polos teuing, bahkan kemarin sama bapak diginiin ‘bapak teh ngajar bahasa Inggris’ kadang ada yang ngomong bapak teh ngajar Inggris tapi naha teu make bahasa Inggris. Trus saya cobakan menggunakan bahasa Inggris dan saya tanya ‘gimana?ngerti gak? Yang mungkin Cuma satu dua kata yang ngerti, resiko lagi kita. Tapi kalo itu dianggap salah ya saya mau baaimana lagi gitu. Karena liat kondisinya gituh, tapi ada di satu kelas ketika saya nerangin coba pake Bahasa inggrisnya kadang kadang 75% nya itu ngerti yaudah kita lanjut aja gitu.

R: Ternyata masih banyak anak yang belum berani untuk berbicara bahasa Inggris ya pak?

ET1: Bisa di bilang begitu, atau ada nih di satu kelas contoh si murid 1, dia diem, dia di english club disininya. Ketika saya ngomong bahasa Inggris sama dia ramee kiita ngobrol. Tapi kalo keterusan sama dia yang lain mengeluh ‘bapa atuh da dia mah pinter’ tuh ayeuna saya harus membagi-bagi bahwa yang lain pun harus tau jangan dia aja.

R: Oh berarti hanya beberapa orang yang bisa ngobrol Inggrisnya dan yang gabisa jadi iri.

ET1: Tapi ada moment dimana si anaknya itu diskusi khusus dengan orang yang bisa bahasa inggris, suka di panggil kekantor aja untuk diskusi. Ada anak pinter bahasa inggris tapi pas dikelas dia th diem da karena ga ada temen tea neng.

R: Pami pengajaran teks biasana menjelaskan na kumaha?

ET1: Pertama tadi saya selalu membawa anak ke lingkungannya dulu. Dengan kasih contoh misalkan kemarin saya mempelajari teks tentang review text. Ada satu kejadian kemarin itu ada pemilihan OSIS sebab ada beberapa fungsi ketika kita mempelajari itu the ada menganalisis, mengevaluasi, dan mengkritik. Nah saya bawa dulu, “coba kalo kemarin nanda calon-calon OSIS disini ada analisis gak?” “Ya atuh pak jelas di analisis dulu” “Ada hasil evaluasinya?” “Ada”. Saya pancing pendapatnya “01 mah gini gini gini tapi bagi saya...” Nah itulah ini kalo dikaitkan ini adalah salah satu kegunaan bukan salah satu, ini adalah fungsi dari sebuah teks yang Bernama review teks. Lalu setelah itu “ooh gitu pak” “iya emang”. Baru setelah itu saya jelaskan kalo anda ingin membuat teks misalnya kemarin yang sudahh eumm pemantauan analisis anda membuat sebuah teks paragraph nya harus tau. Ada 4 jenis paragrapnya saya jelaskan itu semua, paragraph 1 kita harus menulis apa, paragraph 2 harus isinya apa, paragraph 3 dan 4. Bahkan pak kalo cara nulisnya harus menggunakan jenis waktunya apa? Present tense kaha tau past tense kah. Sampai sana nanya anak tuh lalu saya jelaskan juga.

R: Berarti ngajar teks tersebut sampai ke fungsi sosialnya ya pak?

ET1: Iya fungsi sosial. Kenapa sampai situ? Memang harus seperti itu sabab teks mah beda-beda kan kalo kita cuman ngajarin teks nya itu teks tentang inih. Apakah di ujian akan ada itu? Gak jelas, teks itu macamnya banyak bisa cari dimanapun. Tapi ketika anak memahami. Oh ini fungsinya, oh ini langkah-langkahnya cara membuat teks. Mungkin mereka bisa membuat nanti suatu saat nanti bisa membuat teks sendiri dengan apa yang kita udah ajarin.

R: Setuju pak, karena teks itu tidak bisa jauh dari kehidupan kita.

ET1: Iya makanya saya bawa begitu, atau kalau kata saya begini, anda tidak usah meneliti tentang paslon lah. Di kehidupan kita, kita mah tugas nya nge review terus. Orang baru kita review sampai kita mengkritik. Dan saya bilang mereka jangan pernah mengkritik kalo gamau ngasih saran titik. Dan jangan pernah mereview kalau anda gak pernah merasakan, kalau anda gak pernah mencoba, gak pernah melihat, kalau anda gak pernah mendengar, sampe seperti itu. Kenapa? Jangan pernah mendapat sesuatu itu dari katanya tapi harus fakta. Kaitkan dengan kehidupan, anda seperti itu setiap hari? Iya yah pak. Kan ramee. Model aja kata saya, ada yang lewat guru baru masuk kelas, pasti anak mah dari atas sampai bawah dianalisis dan di evaluasi setelah itu ngaharewos ka temen na ‘eh itu si ibuna gini gini gini gini, nah itu prosesnya ada semua. Enakeun si anak teh Oh oh iya ya. Pokoknamah nyaman wh.

R: Memang pak, kalo dikaitkan dengan kehidupan itu lebih mudah dicerna di banding hanya materi saja.

ET1: Iya, kalo kita inih teks nya baca, teks nya silahkan cari, saya mah gak tertark seperti itu. Kenapa? Kaya gitu mah banyak, bisa teks tentang ini nih. Bukan teks atuh, judulnya banyak, tapi walaupun ini teks, judulnya banyak. Jaminan buat anak ketika mempelajari judul itu apa? Sedangkan mereka gatau fungsi nya buat apa ini teh trus paragrap 1 teh harus gimana. Nanti aja

pas terakhir, saya biasanya begini beres semua dibahas kalo perlu tau ngasih contohnya yaitu ada di bab ini bab ini bab ini itu adalah contoh teks nya. Ini yang udah, ini bukan mengada ngada, ini yang suka saya lakuin gitu. Alhamdulillah sih, gak banyak protes dari anak. Kenapa? Ya mungkin seperti yang tadi dibilang lebih enak kalo dibawa ke kehidupan.

R: Pami misalkan kieu pak, kan bapa teh sudah mendiagnosis bahwa anak-anak itu udah ngerti nih sama teksnya. Nah bagaimana sih cara nge test anak itu kelihatan sudah paham atau tidaknya? Apakah itu secara ulangan atau tugas biasa di kelas?

ET1: Pertama, refleksinya mungkin saya tanya dulu lah dari mulai fungsinya dari jenis jenis paragraph 1 apa namanya, nah itu apa yang harus anda tulis. Nah setelah itu ge, kemarin aja terakhir kita kelompok dulu satu bangku nih, gausah banyak-banyak. Pilih satu tema yang dua-duanya pernah anda rasain, pernah anda liat atau anda pernah coba gitu. Silahkan diskusikan buat sebuah teks nya paragraf 1 harus kita kenalkan, ngobrol dua-duanya. Nah setelah itu satu-satu, nanti setelah seminggu kedepan perorangan. Kalo kemarin nah saya tentuin nanti mah untuk kamu misalkan tentang ini tentang ini. Kelompok dulu, minggu sekarang kelompok yang bisa mereka di test, biasanya bisa saling tukar pikiran 'Oh gini caranya teh'. Sedangkan kan biasana satu bangku itu gak ngerti dua-duanya, ini ada lebihnya ada kurangnya jadi saling menutupi disana. Setelah paham dua-duanya baru ke satu orang nya dalam bentuk ya tugas. Nanti ulangan biasa, saya paling jarang ulangan paling paling ya kita rangkum aja tina setiap 2 bab na.

R: Jadi setelah 2 bab dibahas baru ulangan. Apakah anak-anak suka diberi arahan dengan dalam menganalisis generic structure nya?

ET1: Saya waktu itu disebuah, saya buat sebuah lamaran pertamana dikasih tanda ini yang Namanya salutation teh, misalkan paragraf satu ini yang tadi analisis dikasih tanda nama bagiannya.

R: Berarti berdasarkan penjelasan bapak secara tidak langsung bapa itu menerapkan metode GBA nya itu dalam writing skill nya, nah menurut bapa apakah metode GBA ini bisa diterapkan dalam pengajaran skill reading?

ET1: Eun untuk sekarang ini, kayanya belum terlalu maksimal juga sih untuk mempersiapkan readingnya. Kenapa? Seperti yang kita tau jangankan mambaca bahasa Inggris anak-anak dalam membaca teks Indonesia saja atau soal agak panjang aja di soal UTS atau UAS mereka complain 'euh siahh ni pararanjang jaba teu kaharti' aduh udah jadi masukan akhirnya. Ya walaupun sih ada beberapa trik ketika da teks sepanjang apapun dalam pengerjaannya, ya seperti kita tau ada triknya ada beberapa solusi pengerjaannya. Untuk reading itu tidak terlalu signifikan tapi beberapa oran yang lebih mah kaya si itu mereka lebih seneng aja. Kemarin aja ada yang konsultasi tebel kertasnya segini > . 'kamu dibaca itu?' 'iya pak' dia di GO juga. Tuh untuk orang orang yang kaya gitu mah bener, tapi untuk orang yang standar mh, gausah dibilang underdumb lah ya fifty fifty lah ga terlalu begitu menarik juga.

R: Masih sulit ya pak kalo dalam reading.

ET1: Iya untuk di kita.

R: Kan tadi bapa menerapkannya dalam writing. Nah pasti akan ngasih contoh terlebih dahulu teks yang akan dipelajarinya, nah untuk contohnya bapa ngasih yang beragam contoh atau hanya satu contoh saja? Misalkan dalam satu jenis recount nah cerita di dalamnya yang berbeda pak, seperti cerita pengalaman si A sama cerita pengalaman si B gitu pak.

ET1: Nah itu yang saya contohkan, yang slalu saya terapkan kea nak. Ya utamakan dulu yang dikasih, yang kedua saya nyuruh nebak. Saya kemarin aja ketika menyuruh itu tentang ekosistem di kelas 11 nya di kelas 12 nya. Saya hanya beberapa argumen aja bahwa ada yang analytical, ada yang hortatory, saya jelaskan dulu eksposisi yang aslinya apa itu eksposisi itu bagi 2. Saya kasih argumen, argumen bapa itu teks termasuk yang mana. Seperti tadi yang dibilang bener yang utamanya saya jelaskan terlebih dahulu lalu mencoba mereka untuk memahami coba menurut kalian ini teks jenisnya apa tapi dalam bentuk pernyataan. Sebab dalam eksposisi itu adalah membujuk ya walaupun membujuknya tidak hanya dalam bentuk tulisan tapi bisa dengan kata-kata juga itu yang saya lakukan.

Transcript 2nd Interview

A. Teacher Interview

Date: 1st January 2024

Informant: English Teacher 2

Interviewer: Researcher

B. Transcript

R: Assalamu'alaikum Wr.Wb

ET2: Wa'alaikumussalam Wr.Wb

R: Ibu perkenalkan nama saya Hilsa mahasiswa Tingkat akhir di IPI Garut yang kebetulan saya akan meneliti penggunaan metode GBA dalam penagajaran Bahasa. Apakah ibu bersedia untuk menjadi responden penelitian saya?

ET2: Silahkan. Eh neng kenapa mau ngambil GBA penelitiannya?

R: Karena bu pada saat dulu pernah melakuakn mini reserach dan ada yang mengeluhkan bahwa guru tersebut belum terlalu mengenal dengan metode GBA ini gitu bu, jadi saya ingin meneliti terkait pemahaman guru terhadap metode tersebut.

ET2: Iya sih, euhh saling ngobrol aja wh ya ini mah. Emang sih GBA itu saya itu mengetahui GBA itu pas PPG. Bahwa, oh ternyata ada metode GBA untuk bahasa Inggris ya, untuk pengajaran bahasa sih sebenarnya itu bisa digunakan untuk pelajaran bahasa mau itu bahasa Indonesia ataupun bahasa sunda juga, jadi baru tau sekarang. Nah pas lebih tau nya lagi pas uji kompre sama ibu yustika di arahkan. Kemarin kan ibu yustika yang mengujinya, bu coba deh beli buku itu ceunah buku Bu Emil tentang GBA. Yaudah beli, bacaa, wah ternyata rame ya, rame, dan ternyata senang gitu senang dengan GBA teh. Oh iya ya ternyata lebih mudah dalam penerapan dikelas. Karena apa kan Cuma 4 syntax kan yah, cuman 4 syntax aja pertamaa. Sebenarnya biasa kita lakukan sih cuman kadang-kadang kita ngacak yah, kalo misalkan

saya ngajar, ngajar anak-anak ‘Apa yang dimaksud dengan ini?’ nah langsung kesana. Kalo dengan GBA ini, kan pertama kita membangun BkoF kan ya kita atau membangun dulu pengetahuan siswa, dalam membangun pengetahuan siswa itu sebelum kita, kalo yang hanya tau GBA mah oh itu GBA th BkoF wh hungkul. Kalo dari buku sendiri jadi membangun pengetahuan siswa itu kita yang memancing siswa, bukan guru yang menjelaskan ‘bahwa deskripsi teks adalah bla bla bla’. Misalnya kita akan ngasih materi deskriptif teks tentang describing place atau describing people gitu kan. Kita akan menjelaskan describing people, jadi ciri-ciri orang itu ada hidungnya, ada matanya, ada kepalanya, ada telinganya, nah bukan seperti itu tapi mancing dulu ke siswa. Sebelum kita mau menjelaskan teks tersebut nah kalo ibu suka pake ini neng [*partisipasi sedang menunggu pentupan zoom*] Jadi kita hanya memancing ke siswa euhh kalo misalnya untuk describing people ‘kamu tau gak ini siapa?’ kita tunjukin gambar seseorang, yang jelas orangnya harus dikenal. Euhh kalo anak-anak sekarang mah lagi senang ke inii euhhh orang korea yah orang korea, kpop gitu.

R: Iyaaah ibu betul

ET2: Kita cari si kpop teh yang mana yang lagi terkenal karena ibu mah kan ga update yah hehehe. Trus ditampilkan ‘coba ini siapa?’ ‘ooh si ini’ ‘kenapa kamu suka sama dia?’ ‘ganteng bu’ ‘coba ciri-ciri gantengnya itu apa?’ ‘kamu suka sama apanya?’ ‘rambutnya panjang’ ‘rambutnya gondrong’ ‘rambutnya lurus’ trus apa ‘hidungnya mancung’ nah jelaskeun wh, itu untuk nanti balikan lagih kalo cowo kan ‘apa sih nu kitu’ kita alihkan lagi, tampilkan lagi misalnya pemain sepak bola yang terkenal trus udah di tampilin ‘oh iya bu itu messi’ gini gini gini jelaskann. Nah gitukan udah tuh BkoF nya, sekarang kita akan menjelaskan seseorang ‘kamu udah bisa kan? Nah itu namanya apa?’ ‘tidak tau bu’ ‘nah itu namanya descriptive text. Maju ke model tuh model, udah gitu kita bilang ‘oh ini untuk sekarang kita belajar descriptive teks’ ‘suda pernah belajar deskriptif teks belum?’ kan tetep kita walaupun tidak teaching center ya’oh iya bu pernah lagi SMP bu waktu di kelas 10’ ‘apa saja yang di deskripsikan the?’ nah itu dijelaskan. Jadi sebelum kita menampilkan tayangan power point tentang deskriptif definisinya di jelaskan dulu. Oh iya tentang ini mejelaskan, ‘apa yang bisa menjelaskan orang?’. Nah jadi kita teh ‘oh iya deskriptif teh yang kaya gini’ jelaskan. Lalu kita masuk ke materi tuh tayangkan, itukan di tahap modeling kita menayangkan tentang materi, deskriptif tuh language features nya apa, generic structure nya apa, itu di modelling. Nah itu sebelum masuk ke contoh baru kita masuk ke model nya, modelnya bisa berupa. Kalo saya sih slalu nayangin vidio yah karena biar anak-anak itu engga bosen gitu. Kalo ga kaya gitu, ga ada yang di dengar dan gaada hiburannya itu.

R: Harus butuh media visualnya juga ya bu

ET2: Nahh, iyaa, tayangkan vidionya. Nah kaya gitu tahap modelling nya kaya gitu. Jadi anak teh ‘gimana cara mendeskripsikan orang teh?’ ‘oh kaya gitu’. Misalkan kaya gini ni kemaren di siklus 1, ini ditahap modeling nya kaya gini, jadi ini dulu nunjukin ciri-cirinya sebelum ditampilkan

gambarnya, kalo ini kan cukup tau yah anak-anak, 'oh pemain badminton' 'oh tahun segini ya' 'oh orang cimahi' 'pasti si ini' ini kan describing juga yah. Nah baru jelaskan describing teh itu apa, nah baru kesini [*menunjukkan media pembelajaran yang digunakan oleh guru nya*]

R: Oh ini untuk materi descriptive ya bu?

ET2: Heem, nah kalo udah gini baru masuk ke euhh, nah ini sudah selesai. Nah itukan tanya 'gimana ada yang bisa dan udah pahamkan? Bagaimana cara mendeskripsikan orang?' karena si anak kan tadi udah tau 'oh iya deskripsikan orang itu menjelaskan seseorang. Matanya bagaimana, bentuknya kaya gimana. Masuk ke tahap Joint Contruction lalu bentuk kelompok trus kita juga membuat LKPD juga, membuat LKPD tapi LKPD nya itu di inikan dii rundutkan jadi si anak gak lari lari dalam menjelaskannya. [*partisipan menjukkan LKPD yang dibuatnya*]

R: LKPD itu lembar kerja ...

ET2: Lembar Kerja Peserta Didik, jadi di kasih LKPD untuk kelompok kaya gini. Jadi silahkan tuliskan, jadi ini masuk ke tahapan Joint yah silahkan tuliskan dan deskripsikan dari keluarga ini [*menunjukkan gambar keluarga Ronaldo*] atau pilih salah satu yang mana atau misalnya 'saya mau beda ah oran nya boleh ga?' 'sok aja boleh' karena itu mah Cuma hanya memancing aja. Trus dalam memudahkannya juga, kan dalam mendeskripsikannya itu ga lari-lari tuh jadi harus runut jadi jelasin dari kepala dulu, ada telinga, ada hidungnya misalnya. Lalu masuk ke badan jadi ga lari- lari dalam penulisannya. Jadi itu untuk apa gunanya? Yaitu untuk memudahkan siswa dalam praktek speaking ke depan. Pertama ini mau fokus ke speaking atau writing nih kalo misalkan fokus ke writing si anak hanya menuliskan aja, udah selesai. Tapi jika fokus ke speaking jangan terlalu panjang dalam teks nya agak si anak mudah untuk menghafalnya. Nah itu dalam joint nya, kenapa sih harus joint dulu karena si anak itu kan apalagi kalo speaking kan sebelum si anak mau maju sendiri, si anak kan harus rame-rame dulu nih. Haru babarengan dulu uuhh ngabring baru bisa keluar, kalo langsung sendiri mah kan si anak nya sok langsung soak kan yah neng

R: Betul ibu, apalagi harus ngomong Bahasa Inggris lagi

ET2: Iyaaa, 'aduhh ibu takut ga bisa' ngesang tiis atuhh. Kalo misalkan bareng-bareng gitu mah kan. Silahkan kelompok ini, berempat sih kalo saya, empat aja biar efektif, kalo terlalu banyak kan suka ada ajaa anak yang nganggur. Nah kalo di joint construction di GBA ini karena semuanya bisa mendapatkan tugas. Jadi si anak itu semua nya kerja, fokus, gadaa yang nganggur, ga ada yang nyoo hp.

R: Nah perihal kelompok nih bu, untuk pembagian orang-orang nya itu bagaimana? Apakah yang pandai saja di satu kelompok, atau yang pandai di campur dengan yang anaknya standar standar saja?

ET2: Nahhhh, kalo untuk pembagian kelompok itu digabung semuanya. Oh ini yang udah bisa, yang menengah, yang masih membutuhkan bimbingan temannya, dicampur. Jadi biar merata, jadi biar nanti biar euu. Trus nanti juga kita cek dulu keliling biar ga ada anak yang egois yang kerjaa sendiri,

da si ini mah gabisaen jadi yaudah sama aku dikerjain semua bu, kan suka ada yang kaya gitu kan anak teh. Bu ini mah yang kerjanya aku aja yang lain mah engga. Itu karena mungkin udah ga bisa tea.

R: Karena udah gabisa terus ga diarahin juga

ET2: Nah iya karena begitu, kita cek nih anak dikasih tugasnya apa. Jadi ga di kasih tugas nulis aja. Apakah dikasih tugas mencari apa sih? Atau mencari 'ieu naon sih bahasa inggrisna?' nah maknaya disuruh di arahkan dulu untuk menulis bahasa indonesianya dulu. Jadi si anak teh lebih, lebih terarah, lebih terstruktur, 'oh lebih gamoang bu menghapal nya». Karena memang berurut tea yah, nah udah gitu baru masuk kee,,, udah presentasi kelompok langsung masuk ke independent construction (IcoT) si anak-anak baru silahkan buat describing people idola, atau tergantung mau siapa, hanya 1 orang saja, ada yang orang tua nya, ada yang kabogoh nya, ah itu mah mangga wh ya kan. Sama kaya tadi, itunya nah langkah-langkahnya sama jangan sampai ada yang kelewat, biar si anak teh lebih mudah berada dalam praktek speakingnya dan hasil nya pas di refleksi pas ditanya 'gimana hasilnya setelah menggunakan metode ini' 'iya bu asa lebih ini, lebih terurut ga acak-acakkan' kan biasanya langsung gitu, karena dulu juga sebelum PPG pernah menjelaskan materi yang sama tapi caranya langsung kaya 'silahkan apasih deskriptif itu?' 'coba deskripsikan tenta mike tyson' 'oh dia itu petinju, dia itu botak, di itu tingi besar, kulitnya hitam' jadi kemana-mana dulu gak berurutan. Jadi pas ke depan ten 'kelanya udah ini teh naon?' nah gitu. Jadi kalo berurutan mah 'oh ieu bagian kepalanya dulu' di kepala teh ada mata, hidung, jadi mereka teh ngebayangin itu nya dulu. Jadi itu keuntungan sih bagi GBA bagi siswa, kalo bagi saya sendiri banyak sih keuntungannya alhamdulillah dan jatuh cinta sama metode ini. Dan kemaren juga siklus 2 masuknya metode GBA lagi cuman kemarin di deskriptif text karena memang dianjurkan dosen pamongnya melanjutkan kembali masih speaking juga cuman kemarin ngambil nya euuh daily activity, describing daily activity. Jadi euuh [menunjukkan ppt tentang pelajaran] sama jadi pemantik nya gini 'may i know about your daily activity?' 'I'm going to school' misalkan ditanya lagi I'm going to school itu after, and then eskul kaya gitu sama. Trus [menunjukkkan gambar maudy ayunda dalam ppt] ditanya who is she? Coba ini apa? Tetep kan BKoF nya itu gini. Memang sih kalo di GBA itu kita hrus kreatif yah, menyiapkan bahan ajarnya. Jadi datang ke kelas itu ga kosong, ga lengoh, tapi resep sih. Resep nya teh karena Oh iya ada yang akan kita tantang nih anak-anak jadi si anak mudah mengerti. Kalo ini lebih mudah karena udah dijelasin tadi tinggal si anak itu pada ngacung-ngacung untuk menjawab. Kalo untuk ini, ini untuk contoh sok silahkan deskripsikan ini gtukan, pake mind mapping kemaren, jadih teknik nya mind mapping untuk anak melatih vocabulary nya. Kalo bangun tidur itu apa, mau mandi itu apa, mau sarapan itu apa, kan gitu. Jadi ditulis dulu di mapping nya biar mudah menghapal bahasa inggrisnya teh. [menunjukkan video contoh pembelajaran deskriptif]

R: Untuk mencari vidio pe,belajaran ini, biasanya ibu suka download dimana?

ET2: Di Youtube aja, cari weh video deskripsi yang Bahasa nya the mudah di mengerti trus udah ada subtitle nya. Soalnya kalo anak di kasih native speaker doang kan lieur yah si anak teh , jadi pake yang mudah aja. Trus coba cari kata yang susah nya, nah si anak nulis kata yang susah nya. Jadi vidio nya harus warna-warni, ya meskipun vidioini tuh harusnya digunakan untuk di tingkat SMP tapi kan anak SMA juga butuh kaya gini, soalnya kalo misal ideal anak SMA mah harus di berikan teks nya begini orang-orang dewasa anakanak sekolah yang sedang ngobril tapi kalo tidak menarik buat apa karena kan kita mah tuntutan nya anak-anak harus menarik dalam belajar, trus mudah dipahami ,mudah dicerna sebenarnya sama aja ai ngomong-ngomong nya mah cuman ini mah di setting kaya gambar gini. Ya ini juga untuk mempermudah anak kan, karena tidak semua anak paham, listening nya anak bagus.

R: Berdasarkan dari penjelasan ibu berarti ibu sudah menerapkan metode GBA ini di semua skill ya bu?

ET2: Iya, biar nangkap semua lah meskipun lebih fokus ke speaking tapi kan yang penting dapet ini itu. Sekarang kalo misalkan reading aja kan si anak teh bosan yah.

R: Iya bu, apalagi kalo udah disuruh baca teks panjang.

ET2: Nah si anak mah, aduh ibu maca 1 paragraf aja udah lieur komo ieu

R: Iya bu, komo ieu mah bahasa Inggris

ET2: iya sama, kalo misalkan disuruh baca teks ‘mau dimeja ibu aja gamau didepan malu cnh takut salah’. Nah saya slalu menrapkan ini, ini apasih ini model apa nya . Jadi saya selalu seperti ini dan sekarang juga diterapkan di belajar sehari-hari. Ya memang sih tidak semua bisa memakai metode GBA cuman kurikulum merdeka kan berbasis teks kan pembelajarannya ya otomatis harus pakai ini. Karena yang sekarang dikasih, sekarang kan narative teks, kalo narative teks lebih mudah memakai ini jadi tinggal tayangkan tentang cerita cinderella. Menyiapkan materi itu ga langsung ujug ujug, oh jadi hari saya mau ngajar in, oh ,au ngasih ini aja ga gitu, jadi harus di konsep. Yang membuat anak menarik apa ya jadi pikirkan, dicari, jadi lebih produktif lebih rajin otomatis jadi bkin kita belajar lagi. Tertolong sih saya mah dengan ini, dengan GBA mah jadi lebih mudah. Jadi memang mungkin kaya pacar baru ini mah jadi sama saya di ulik terus apasih ini? Yag cocok yang mana?

R: Oh iya bu tadi di dalam BkoF ibu memberikan satu contoh teks atau banyak?

ET2: Untuk contoh say amah cuman ngasih 1 aja dulu, karena kalo writing mah belum sempet ngasih. Karena idealnya satu pertemuan satu jenis saja. Kaya misalkan nulis surat, jadi si anak menulis surat untuk sahat pena. Karena saya dlu bekum mengenal GBA jadi disuruh langsung buat, jadi ga ada langkah-langkah yang berbeda-beda

R: Jadi bu bukan jenis nya mungkin isi teks/ cerita yang berbeda yang dikasih ke anak, nah biasanya kan kalo beda si anak suka protes ‘bu naha ieu mah teks na kieu benten sareng abi’ padahal itu tuh satu jenis tapi beda ceritanya doang?

ET2: Oh untuk dulu yah ini mah dulu, hanya satu jadi ditayangkan aja ini teks tentang surat untuk saahabat pena gitu wh langsung, language features nya pake ini. Udah gitu aja, jadi ga ada kaya gini dulu, ya teu rame. Karena kita juga tidak, ya memang si anak menjadi kebingungan karena kita juga instan. Karena jujur kalo dengan model model yang diterapkan sebelumnya bosennya, kitu-kitu keneh. Harusnya dulu juga ngajar teh harus kaya gini malah mah

R: Iya padahal dari dulu udah ada ya bu

ET2: Iya katanya dari tahun 2004 katanya udah, karena 2004 kan saya belum mengajar. Baru kenalan nya sekarang. Dan itu teh si GBA teh memang walaupun dari 2004 di kurtilas itu harusnya udah dikenalkan cuman katanya ...

R: Belum booming ya buu katanyaa

ET2: Bahasanya mungkin bukan bahasa GBA tapi teks, teks, berbasis teks, berbasis genre, tapi tidak dijelaskan secara rinci. Makanya saya mah alhamdulillah hikmah dari PPG dan kompre kemarin itu dikenalkan lebih dekat oleh bu yustika, silahkan beli buku itu nya. Jani bener tak kenal maka tak sayang nya teh. Karena setelah baca oh iya gini gini, kalo udah aja mencari di internet kan kurang mendalam apalagi rusuh sama PPG kalo beli buku mah kan enak tinggal baca gitu. Untuk nanti yang reading rencana kan sudah PPG kan masuk ke writing mau memberikan teks yang berbeda kepada anak kan biar anak-anak tidak jenuh naha teks nya kaya gitu, biar anak ada perbandingan.

R: Kan tadi juga ibu sempat menyebutkan bahwa ibu memberikan kemudahan dalam menghafal kosakata dagar praktek speaking nya lebih mudah, nah apakah sebelum nya ibu menjelaskan dulu ga fungsi sosial dari teks tersebut?

ET2: Nah iyaa, biasanya anak lebih mudah diterapkan dalam kehidupan sehari-hari dan lebih paham, tapi kalo secara akademika atau secara bahasa pendidikan si anak itu sok colohok. Iya jadi si anak teh harus bener-bener disambungkan dengan kehidupan sehari-hari. Itu juga kalo disuruh nulis surat anak suka 'kalo nulis buat seseorang boleh ga?' boleh sok aja khayal wh. Uuuh jadi rame tapi pada request jangan dibaca sama ibu ma da cuman di liat generic structure dan language featuresnya, ai carita na kmha kalian wh da lieur maca na ge.

R: Untuk independent construction itu kan sudah masuk perorangan yah biasanya di ulangan kana tau di tugaskan saja bu?

ET2: Kalo ulangan mah lebih ke praktek sih, jadi praktek speaking itu masuk ke nilai ulangan, ulangan harian memang ada karena kan summative, itu mah ulangan harian mh lebih ke missing word aja sih. Ada deskripsi teks hidung nya lurus atau apa gitu doang,

R: Berarti ibu mah untuk independent mah tetap tugas harian saja ya bu. Mungkin untuk perihal penggunaan GBA selesai bu. Nah apakah GBA ini cocok diterapkan dalam semua pengajaran skill ga bu?

ET2: Pasti neng cocok, karena kan sudah di anjurkan juga dalam aturan kurikulum yah neng, yang pasti metode itu harus diterapkan dalam semua skill

R: Sebelumnya mohon maaf bu pengen nanya kalo ibu disini menjadi guru Bahasa Inggris sudah berapa tahun?

ET2: Kalo untuk ngajar sendiri itu sudah 15 tahun, cuman mengajar Bahasa Inggris dari pas covid berarti dari 2021 sampe sekarang. Baru sebentar baru 4 tahun maju gitu karena apa. Dulukan di kurikulum lama cuman 2 jam jadi pergantian jam pergantian pergantian. Sementara disini banyak banyak senior kan jadi yang baru-baru pada ngelehan lah, sementara mah ke bahasa asing perhotelan dulu ngajar di perhotelan tapi lebih ke ngajar percakapan di hotel. Trus sempet di BK juga ah biasa wh lulumpatan. Udah gitu ngajar 11 jadi yang full ngajar bahasa Inggris teh tahun kemaren sama tahun sekarang.

R: Untuk penggunaan GBA dalam pengajaran sudah berapa tahun bu?

ET2: Baru satu tahun neng, kemaren weh pas awak PPG

Transcript 3rd Interview

A. Teacher Interview

Date: 2nd January 2024

Informant: English Teacher 3

Interviewer: Researcher

B. Transcript

R: Assalamu'alaikum Wr.Wb

ET3: Wa'alaikumussalam Wr.Wb

R: Ibu perkenalkan nama saya Hilsa mahasiswa Tingkat akhir di IPI Garut yang kebetulan saya akan meneliti penggunaan metode GBA dalam penagajaran Bahasa. Apakah ibu bersedia untuk menjadi responden penelitian saya?

ET3: Ya, saya bersedia menjadi reponden dalam peneltian untuk skripsi

R: Sebelum nya bu ingin bertanya sudah berapa tahu ibu mengajar di sekolah ini?

ET3: Saya sudah mengajar 5 tahun lebih sekarang sudah masuk tahun ke 6.

R: Ibu dari awal mengajar mata pelajaran bahasa Inggris atau ke yang lain dulu?

ET3: Tidak, saya langsung mengajara bahasa Inggris dari awal sampe sekarang jadi belum pernah mengajar di matpel lain.

R: Ibu kan sudah lama ya mengajar, apalagi sekarang sudah masuk 6 tahun. Pasti ibu sudah banyak mengeksplere metode metode pembelajaran yang cocok untuk anak-anak. Nah biasanya ibu suka menggunakan metode apa saja sih bu kalo mengajar di kelas?

ET3: Kalo udah di kelas mah biasa nya tergantung kondisi di kelas ya, situasional. Karena kita sudah menyiapkan A, B, C, D, E, F, G kalo udah di kelas mah. Udah seadanya aja di kelas.

R: Jadi menyesuaikan saja ya bu karena ada juga kelas ketika menggunakan metode yang kelas sebelumnya tidak cocok dengan kelas selanjutnya ya

ET3: Iya, kadang kita sudah menyiapkan menggunakan alat elektronik A, B, C, D, E, F, G tiba-tiba anak itu tidak punya kuota atau hp kita nya eror atau jaringannya gatau kemana. Ya seperti itu.

R: Kan metode itu ada banyak yah bu dan salah satunya itu adalah metode GBA, sebelumnya ibu pernah mendengar atau mengetahui terkait metode GBA?

ET3: Metode mengenai itu, pendekatan melalui teks ya?

R: Biasanya ketika menggunakan metode GBA suka diterapkan dalam skill apa?

ET3: Biasanya dalam writing sih atau pada saat pertemuan awal,. Jadi pada saat pertemuan awal di perkenalkan terlebih dahulu materinya apa dan akan menjelaskan mengenai ini, ini, ini.

R: Jadi hanya di writing saja bu? Kalo untuk di skill lain bagaimana bu?

ET3: Biasanya sih kalo di listening sih, kemungkinan kalo dalam speaking ma tidak sih. Tapi kalo di listening kan ada teks yang dialog gitu, jadi si siswa harus menyusun tadi gitu teks yang kalian dengar itu awalnya dari no berapa dulu.

R: Menurut ibu dengan penggunaan metode GBA ini gimana sih?

ET3: Cukup efektif sih untuk siswa mudah dipahami materi yang di pelajari saat itu. Misalkan kaya teks deskriptif disini kita kan lebih mudah karena tersusun.

R: Nah kalo ga salah bu kan di GBA itu ada beberapa theory yang berbeda ada yang memiliki 4 tahap ada juga yang memiliki 3 tahap, biasanya ibu memakai yang berapa tahap?

ET3: Saya biasanya memakai yang 4 tahap, tapi biasanya yang terakhir yang joint independent jadi langsung ke kelompok nya dulu.

R: Nah bu pertama tama itu harus ada apa aja sih bu?

ET3: Ada Building Knowledge jadi kita ngobrol ngobrol sama siswa tentang materi kaya "ini teks nya mengenai recount, recount itu ada beberapa jenis, ada a, b, c, d, e, f, g, nah yang akan di pelajari sekarang itu ada yang b, seperti itu. Lalu setelah itu kita kasih contoh nah kalo misalkan contoh teks yang a seperti apa, yang b seperti apa, seperti itu biasanya.

R: Jadi hanya pada independent nya saja yang jarang di lakukan dan joint di lewat mungkin ya bu

ET3: Iya biasanya yang independent jarang sih kalo hanya kelompok nya saja itu sering

R: Kalo untuk ulangan dalam materi teks biasanya individu atau berkelompok juga?

ET3: Kalo untuk ulangan terkadang ngambil dari group tapi untuk teks secara individu jarang sih, jadi ulangannya semua nya harus ngerjain dan akan keliatan

R: Iya sih bu terkdang kelompok itu ada yang mikir mikirr ada yang diem bener diem nya teh

ET3: Makanya saya suka gini kaya kalin meskipun satu group tapi untuk penilaian itu berbeda.

R: Kalo menurut ibu apakah metode GBA dapat diterapkan dalam speaking ga sih?

ET3: Susah sih yah kalo itu

R: Untuk BKoF dalam memberi contoh nya itu biasanya ngasih contoh 1 teks atau tidak?

ET3: Kalo untuk dikerja kelompok kaya gitu biasanya misal 1 tema nih narrative atau recount memang temanya itu berupa pengalaman pribadi tapi beda beda yang dikasih ke tiap grup nya

R: Oh berarti beda teks nya ya bu

ET3: iya, jadi nanti di bakal lombain siapa yang paling cepat gitu

R: Kalo untuk mengajar biasanya ibu diajarin relate dengan kehidupan ga misalnya kaya teks recount bisa di gunakan pada saat kita bercerita tentang pengalaman mengalami sesuatu dengan teman gitu bu karena teks pasti tidak jauh dengan percakapan ya bu?

ET3: Biasanya dikasih kaya recount interview, saya kasih contoh nya kaya ke podcast atau interview interview yang ada di tv seperti itu sih

R: Kalo dari segi structure atau language features itu suka dijelaskan?

ET3: Suka dijelaskan juga, yang pertama terdiri dari apa grammar yang digunakan nya seperti apa biasanya dijelaskan, dan biasanya untuk pendalaman materi kan selain teks kan kita ngajarin dulu setelah ini pembahasan teks nya misal mengenai narrative yang digunakan grammar nya seperti apa dan tenses nya di pelajari juga oleh anaknya.

R: Setelah melakukan tugas berkelompok apakah ada sesi presentasi mengenai tugas tersebut?

ET3: Ada jadi setelah nanti kedepan tolong ceritakan, jadi teks tersebut menceritakan tentang apa dan pemahaman kalian terhadap teks itu bagaimana

R: Untuk menceritakan kembalinya itu menggunakan bahasa inggris atau bahasa Indonesia bu?

ET3: Di mix sih, karena siswa suja a eu aru jadi gapapa di campur aja biar ga asing sama bahasa inggris, trus kalo terpaksa sama bahasa inggris kan ada beberapa yang tidak berani malah bukan kedepan malah nga hep hep wh.

R: Keluhan anak pasti gitu ya bu, serem cnh bahasa inggris teh

ET3: Trus kadang apa yang tidak disukai dari ibu ketika mengajar bahasa inggris? Ketika ibu menerangkan bahasa inggris, jadi itu merupakan hal yang tidak menyenangkan untuk mereka jadi mix aja campur sunda gitu.

Transcript 4th Interview

A. Teacher Interview

Date: 6th March 2024

Informant: English Teacher 4

Interviewer: Researcher

B. Transcript

R: Assalamu'alaikum Wr.Wb

ET4: Wa'alaikumussalam Wr.Wb

R: Ibu perkenalkan nama saya Hilsa mahasiswa Tingkat akhir di IPI Garut yang kebetulan saya akan meneliti penggunaan metode GBA dalam penagajaran Bahasa. Apakah ibu bersedia untuk menjadi responden penelitian saya?

ET4: Ya, mangga neng.

R: Karena ibu sudah mengajar kurang lebih selama 15 tahun disini, tentunya ibu sudah banyak mengeksplor metode yang cocok di terapkan untuk kegiatan mengajar, nah biasanya ibu suka menggunakan metode apa saja untuk pengajarannya?

ET4: Ibu mah lebih familiar dengan GBA sebenarnya mh, pertama menurut ibu mah GBA th lebih gampang ya karena sudah ada langkah-langkahnya. Trus dulu di kurikulum 2006 memang di gadangkan itu GBA. Jadi di buku paket itu memang sudah ada disitu. Lebih familiar wh neng jadi lebih enak kalo ngajarnya kalo pake GBA.

R: Karena ibu sudah sangat familiar dengan GBA, itu teh penerapannya bagaimana saja bu?

ET4: Penerapannya ya, kan langkah-langkah nya itu ada 4 yah, kalo tidak salah. Yang pertama itu kan eksplorasi dulu ngajaran tentang temanya apa, jadi brain storming terlebih dahulu. Kemudian yang kedua langsung ke modelling of the text dulu, berarti itu ngajarin strukturnya kan. Abis itu baru bertanya ke anak tentang structure nya memastikan mereka sudah mengerti atau belum kemudian kalo sudah baru masuk ke JCoT itukan joint construction of the text berarti mulailan membuat text jadi tahap akhirnya independent construction of the text yaitu bikin text anak nya. Menerapkan ilmu yang sudah diajarkan.

R: Untuk independent nya itu menjadi aktivitas ulangan atau hanya latihan biasa?

ET4: Itukan jadinya masuknya ke project-based learning juga yah. Jadi biasanya ibu mah kalo pake GBA pasti ada lah product nah product nya itu berupa text nah product tersebut dijadikan sebagai tugas akhir dan tidak setiap bab harus di ulangan. Tapi harus ada setiap skillnya kaya listening, reading, writing, dan speakingnya harus ada dan setiap skill itu harus ada nilainya dan kalo pake GBA itu biasanya itu aja satu bikin text jadi tidak ada ulangan tertulis lagi. Jadikan writingnya ada latihannya dapet nilainya, apakah mau lisan tulisan. Untuk speaking ada juga gitu kan, untuk listening ada nah untuk writing kaya tadi.

R: Berarti untuk listening masih berbeda yah bu untuk metode pengajarannya?

ET4: Iya berbeda kalo listening mah, jadi ini sebenarnya hanya untuk writing saja kalo GBA. Kalo bahasa inggris sekarang itu kan biasanya memang text based kan jadinya. Jadi di setiap bab itu harus mempelajari tentang satu jenis text contohnya kaya sekrang ibu lagi ngajar teks eksposisi. Nah GBA itu dipakai untuk diakhir pembelajaran.

R: Nah untuk pembelajaran biasanya berkelompok atau tidak, kalo berkelompok apakah ada kesenjangan di setiap kelompok atau tidak bu antara yang bisa dan tidak?

ET4: Oh jigsaw gitu yah, ibu mah slalu berkelompok yah. Misalnya pertama kalo misalkan untuk individual kalo membuat text itu ibu mah suka kasian soalnya terlalu berat untuk beberapa orang. Nah jadikan di dalam satu kelas itu tidak semuanya jago writing, tidak semuanya jago reading, tidak semuanya jago listening, jadi setiap anak itu punya keahlian masing-masing gitu. Kenapa di kelompokkan agar beragam jadi akan terjadi tutor sebaya juga. Misalkan pas tugas writing nih, anak yang jago writing nih yang berperan yang ngajarin temen-temennya, yang mengajak teman-temannya begiitu. Jadi tidak semuanya monoton yang bisa bisaa yang gak bisa gak bisaaa gitu. Kalo misalkan ku ibu dikelompokkan menurut ke ahlian ini yang jago writing, yang jago writing semua atau yang jago reading, jago reading semua, kan kasihan yang gak bisa gitu neng tujuannya.

R: Menurut ibuu kira-kira GBA ini bisa diterapkan ke dalam semua skill tidak bu?

ET4: Kalo menurut ibumah GBA itu lebih cocok untuk reading dan writing gitu. Tapi walaupun misalkan mau di coba untuk listening misalkan tapi product akhirnya apa. Kan kita harus lihat dulu tujuannya. Jadi sebelum kita menerapkan satu metode kita harus merancang dulu ya kan. Di RPP itu harus di rancang dulu kegiatan intinya apa, tujuan pembelajarannya apa. Nah makanya kalo untuk memilih metode ibu rasa GBA itu kurang cocok kalo untuk listening, kalo untuk speaking sih masih bisa ya kayanya jadi nanti independent construction of text nya itu tidak bikin teks tapi bikin dialog, paling gitu. Tapi kalo untuk listening agak kurang ya.

R: Sebelumnya kan ibu sempet ngomong bahwa di tahap awal itu ada eksplora pengetahuan anak dan kebetulan metode tersebut diterapkan hanya di writing saja yah oleh ibu. Nah pada saat membangun pengetahuan anak tentunya kita harus memberikan gambaran teks yang akan di pelajari oleh anak kemudian anak tersebut mengidentifikasi sendiri terkait teks yang diberikan. Biasanya dalam pemberian contoh teks itu apakah ibu memberikan jenis teks dengan cerita yang sama atau yang berbeda?

ET4: Nah kalo jaman sekarang kan harus ada pertanyaan pemantik dulu ya, jadi ibu mah ngasuh dulu problem, problem itu bisa berupa teks. Biarkan anak itu membaca dulu apakh mereka itu mengerti atau tidak. Nah setelah itu baru ditanya, ini kalian apakah sudah mengerti atau belum? Kalo misalkan sudah, teks tersebut tentang apa yang dibahas,

nah di ‘akhir baru ditanya kalian tau ga ini jenis teks nya apa?’ gitu. Jadi untuk pertama banget mah tentang isi teks nya dulu. Apakah anak sudah mengerti isinya atau belum soalnya kalo ditanya langsung terkait jenis teks nya belum tentu mereka paham we have to make sure that they understand kan. Biasanya kan rata-rata anak SMA itu minimal ada 5 atau 10 kata yang bisa mereka mengerti. Gimana mau kalo isi teks nya aja gak ngerti.

R: Berarti sudah terbukti yah bahwa GBA dapat diterapkan dalam reading berdasarkan penjelasan ibu. Berarti ibu mengeksplor nya itu dengan memancing pertanyaan pada anak-anak yah?

ET4: Iya neng mancing aja pake pertanyaan, soalnya kan ibu ngajar di SMA nih ya neng di SD dan SMP tentunya mereka sudah belajar teks kan. Apalagi di SMP kan sudah mulai masuk ke genrenya teks jenis jenis nya. Jadi mungkin lebih ke refreshing their ability aja yah, mungkin ini kalian sudah pernah belajar ini. Coba di ingat ingat kembali jenis teks nya apa seperti itu. Tapi ada juga yang memnag belum pernah di ajarkan beigitu.

R: Untuk penyampaiannya kan biasanya anak-anak itu suka kurang paham yah bu kalo kita berbicara mengenai teorinya saja, nah ibu suka diterapin juga ke konteks sosial sehari-hari tidak karena dalam keseharian kita pasti tidak akan jauh dari teks yah bu?

ET4: Ibu pasti menjelaskan materi tersebut sampai kegunaan dalam fungsi sosialnya, kadang anak-anak yang kritis itu suka nanya ibu teks ini teh digunakan untuk apa? Biasanya ini digunakan untuk membuat teks apa? Walaupun misalkan ibu cobain ah skip penjelasannya, kalo yang kritis mah pasti nanyain. Nah naru lah dikasih tau jenis teks tersebut baru dijelaskan ke dalam kehidupan sehari hari

R: Itu teh masuk ke tahap bu Namanya teh?

ET4: Oh modelling, yang ngajarinsampai generic structurenya.

R: Untuk pembahasan mengenai language features, apakah ibu suka membahasnya dan memberi tugas buat mengidentifikasi language features dari teks?

ET4: Ibu mah untuk language features tidak diberikan tugas untuk di rumah, tidak. Tapi ada bedah teks, itu kita kerjain bareng sambil bahas language features nya juga. Disitu suka ada test untuk reading bisa lisan atau tulisan. Misalkan nih ibu mah suka nyuruh anak-anak ke depan nih, ibu mah suka nyediain amplop kaya quiz, ini isnya teksnya genre yang sama, tapi isinya beda-beda. Sok silahkan kedepan si A, si B, si C, kamu pilih mau amplop yang mana, misalkan yang A, sok baca dikasih dulu waktu untuk baca, abis itu duduk, ditanya, ini teks apa pastilah itu, kita membahas itu, structure nya apa aja, baru nanya ke content nya. Nah kalo untuk recount mah tugas akhirnya bisa tidak berbentuk teks tapi dialog jadi tanya jawab, jadi recount nya di dialog. Ibu mah seringnya bikin biografi tentang keluarga baik itu ibu atau siapanya. Jadi di JCoT itu wawancara dan tentunya ibu menyuruh mereka menggunakan inggris tetapi suka ada yang campur.

Transcript 5th Interview

A. Teacher Interview

Date: 7th March 2024

Informant: English Teacher 5

Interviewer: Researcher

B. Transcript

R: Assalamu'alaikum Wr.Wb

ET5: Wa'alaikumussalam Wr.Wb

R: Ibu perkenalkan nama saya Hilsa mahasiswa Tingkat akhir di IPI Garut yang kebetulan saya akan meneliti penggunaan metode GBA dalam penagajaran Bahasa. Apakah ibu bersedia untuk menjadi responden penelitian saya?

ET5: Ya, mangga neng

R: Sebelumnya mau bertanya bu, kalo ibu ngajar disini udah berapa lama bu?

ET5: Dari 2003

R: Wihh sangat lama juga ya bu

ET5: Dari 2008 sampai sekarang alhamdulillah PNS, berarti sudah 21 tahun lah

R: Ibu kan udah lama yah ngajar disini, pasti banyal metode yang sudah ibu coba demi melihat metode apa yang cocok diterapkan dalam pembelajaran. Nah biasanya ibu sering menggunakan metode apa?

ET5: Ya saya mah untuk penggunaan metode tergantung dari subjek materi yang diajarkan pada saat itu neng, nah kalo kita berbicara dengan jenis teks kita bisa menggunakan genre-based learning yah neng

R: Untuk penerapannya biasanya untuk ibu sendiri bagaimana bu?

ET5: Gini yah neng, kalo misalnya ibu mengajarkan tentang teks biasanya kaya kita menjelaskan tentang teks tentunya kita cerita dulu ke anak. Kemudian nanti anak mengidentifikasi, mengidentifikasi kira-kira nih kalo yang disampaikan oleh guru ini masuknya kemana, misalnya kita mau ceritain naratif, naratif itu banyak. Naratif itu ada fabel, fairy tale, banyaklah ya. Eneng juga mungkin tau apa aja yang ada dalam naratif itu. Misalnya kita mau menjelaskan tentang naratif, naratif itu kan hampir sama dengan recount, tapikan kalo naratif itu cerita tentang fantasy, kalo recount biasanya ada personal experience, nanti teh bandingin ke anak-anak, nu simpel weh lah, deskriptif sareng recount. Ceritakan kita, apa bedanya wh contoh misalkan apa bedanya kucing saya dengan kucing warna merah, itu diceritakan dulu. Kalo ceritanya kucing saya itu begini, kalo kucing merah saya begini, nanti anak-anak mengidentifikasi, ini kan di kelas 10 yah , sekarang ini lagi report, kemarin saya jelasin tentang report itu tentang transportation. Train, saya tidak menjelaskan terlebih dahulu apa itu report atau deskriptif tapi misalkan saya ceritakan gini, train, kalo train itu apa saja misalkan kaya stasiun, panjang rel, masinis, berbunyi nyaring, panjang nya sekian meter, keceptannya per sekian detik, anak-anak kan mulai berpikir,

anak-anak kan mulai mengidentifikasi, itukan bisa aja masuk ke project based learning kan, jadi kan disitu anak-anak ‘sama bu, mnggambarkan’ bedanya apa dari menggambarkan itu, iya sama menggambarkan tapi apa yang menjadi pembeda, ketika yang satu train nya ini adalah yang tadi sementara satu lagi train nya itu kecepatannya berapa km/jam kemudian di buat dari apa, di jaliur rel, anak-anak kan langsung bisa membedakan yang satu deskriptif tapi untuk report mungkin mereka masih baru mengenal jadi agak bingung, baru disitu ibu menjelaskan definisi dari teks tersebut. Baru anak-anak bisa membedakan dari definisinya, udah kesanaya mah tinggal menjelaskan, struktur kalimat, social function, dan lain sebagainya.

R: Nah dalam mengidentifikasi itu biasanya kegiatan individual atau berkelompok bu?

ET5: Sayakan sistemnya diskusi juga ya dengan anak-anak, jadi tidak gini neng, jaman sekarang mah kan kalo ngasih tugas teh “ayo cari perbedaan!” itu udah tidak berlaku, jadi kan memang seharusnya student center tap ikan kita juga harus menjadi fasilitator, jadi kita bikin dulu satu tema untuk sama-sama mengidentifikasi, kalo untuk evaluasi penugasannya biasanya kalo berkelompok minta siswa untuk membuatkan, ini tergantung ya, kalo jenis teks berarti tugasnya adalah create their your own text about report with their word gitu biasanya. Tapi yang tadi ini saya tugas individual kasih tema gitu misalnya apa, misalnya transportation nanti anak-anak minta diskusi juga, jadi mau apa nih temanya? Sementara saya mau transportation, anak-anak ngasih usulan, transportation, art, animals, jadikan nanti anak-anak bisa mengidentifikasi itu sendiri jenis teksnya, kalo animals kan banyak jenis tapi tidak menjelaskan animal misalnya, kucing seperti yang ibu sebutkan, tidak hanya menjelaskan bahwa kucing saya mera, matanya satu hijau satu biru, berbulu merah, atau tidak. Tapi kalo report itu dijelaskan berdasarkan scientifically kan itu ya, ada analisis dan bukti nyata dijelaskan report itu sangat ilmiah, jadi mereka sudah tau, bahwa mereka akan menggambarkan kucing itu berdasarkan penjelasan ilmiah. Kalo untuk tugas kelompoknya untuk jenis teks itu biasanya tergantung teks nya juga, kalo teksnya berbebtuk naratif itu bisa aja mereka storytelling, divideokan secara berkelompok. Tapi kalo report mah gabisa divideokan itu mah, ya hanya tugas individu jadi kalo jenis teks itu tugas kelompok atau tugas individu itu tergantung teks yang diajarkan, kalo dikelas 11 sayakan ngajar kelas 11 juga materunya sekarang itu tentang hortatory eksposisi, itukan ada sama juga seperti deskriptif dan report juga yah, ada analytical ada hortatory. Kalo analytical mah hanya argument, kalo hortatory itu persuade mengajak should or should not do to the readers yak an. Jadi saat mebuat teks dikelompokan saat membuat teks dikelompokkan, 3 orang membuat teks nya tentang hortatory temanya untuk yang anak kelas 12 itu tentang pengaruh dan dampak penggunaan gadget terhadap kesehatan mental, itu yang baru dijelaskan ke anak-anak, jadi tugasnya adalah anak-anak

membuat teksberjenis hortatory berkelompok, kemudian nanti divideokan, bagaimana cara menangani dampak negative dari penggunaan gadget.

R: Berarti metode ini hanya dapat diterapkan dalam semua skill itu dilihat dari jenis teks nya terlebih dahulu yah bu kalo menurut ibu.

ET5: Iya, jadi tergantung dari jenis teks, soalnya kan sekarang mah banyak jenis teks nya, ada juga sih ungkapan-ungkapan, asking and giving opinion atau misalkan tentang gramatical ada reported speech, ada simple present, tapi da yang gitu mah kan sekarang mah tidak di pelajari secara khusus yah. Kan kalo jaman saya mah sama guru teh yah ieu the present tense begini (rumus present tense) rumus kan ya. Nah kan kalo sekarang mah engga, di dalam teks itu juga kan sudah ada tenses disitu, nah jadi kita tinggal mengambil aja, ini tentang apa nih tenses nya gitu. Nah jadi gitu tidak di ajarkan secara khususreported speech itu kaya gini, seperti di hortatory kan ada passive voice, udah tidak ada secara khusus, jadi sambil jalan aja.

R: Dalam pengajaran teks kalo kita nyampeinnya sesuai theory pasti itu sedikit sulit dipahami yah untuk social function nya suka diterangin ga bu?

ET5: Oh untuk itu secara langsung dan tidak langsung kan, itu active dan passive vooice itu jadi misalnya kamu nyuruh jadi kalo secara kebahasaan sih anak-anak langsung paham walaupun pada saat nya mah ketika sudah berubah kepada Bahasa inggris tetap saja ada kesulitan di siswanya. Da memang Bahasa mah tidak bisa di pelajari harus di praktekkan.

R: Untuk dalam penugasan di video itu, itu menggunakan bahasa inggris bukan?

ET5: Iya bahasa inggris, saya mah kalo ke anak-anak itu suka gini saya selalu menekankan kepada anak untuk try to understand what is the distraction jadikan maksudnya gini kalua menerangkan materi bahasa inggris all the time using in English language is impossible karena kan to students for understand it's doesn't matter for those who a little bit yahh, it will make a problem with them. Jadi minimal yah saya tuh usahakan kalo perintah itu minimal harus dalam bahasa inggris. Dan saya slalu menekankan da tiap tahun ge parentah bahasa inggris mah kitu kitu keneh cuman beda subjek nya aja ketika yang disuruh nya ada kerjakan ini, besoknya mah ini, ini, ini, tapi perintah nya mah hampir sama, jadi okay kalo dikelas 10 itu semester 1 saya masih suka menterjemahkan tapi kalo di semester 2 you have to understand by myself. Saya selalu menekankan seperti itu, nah kalo dalam pembelajaran kadang pake bahasa inggris, kalo saya bikin jokes jokes kecil ai yang ngerti mah ngiring seuri yah, tapi ai nu henteu mah ngahulen. Jadi kadang-kadang kalo saya sudah lempar you can get what I say? Kalo ada yang unggek would you like to try help me to explain to your friends? Kadang-kadang gitu, jadi itu memberikan rasa percaya diri neng ke anak-anak. Jadi maksudnya gini da ai bahasa inggris mah saling,

kadang-kadang juga kan da anak-anak mah takut ngobrol bahasa inggris, da kata dosen saya dulu di stkip dosen pronunciation, jangankan guru atau siswa, dosen juga ketika pada saatnya kita bertemu dengan native speaker kadang-kadang kan jleb ‘manaaa’, beliau juga kan dulu menerangkan tentang perbedaan bahasa juga ke mahasiswa nya bahwa ya da memang practice, practice, and practice.

R: Baik bu, kita kembali lagi ke GBA yah bu, sebelum nya apakah ibu pernah mendengar tentang GBA ga bu?

ET5: Pernah sih tapi tidak pernah di pelajari secara genre based ituu, ya dulu waktu ada, waktu dimana ya, waktu di smp 2. Aaah udah berpuluh-puluh tahun yang lalu neng, dengan itu ibu dosen upi, ibu emilia, itu datang jesini untuk menerangkan. Tapi da pada saat itu hanya angin lalu saja.

R: Berarti udah lama banget yah bu

ET5: Sebenarnya sih udah lama genre based teh, tapi ya itu tea yah kadang-kadang berganti kurikulum dan lain sebagainya, baru aja ini udah paham ganti lagi kurikulum belajar lagi hal baru dan lain sebagainya.

R: Untuk penggunaan GBA ini berarti ibu ituu kadang-kadang dan tergantung situasi dan kondisi yah bu. Nah untuk penggunaan GBA tentunya ada tahapan-tahapan yang harus dilalui ibu suka menggunakan tahapan apa saja?

ET5: Ya seperti yang sudah dijelaskan tadi yah, kalo saya kan kalo genre itu sudah pasti otomatis ke writing, iyakan genre based mah writing. Berartikan kalo writing itu biasanya yaitu teks yang diterangkannya kalo tahapan syaa mah tadi seperti itu saya menerapkan genre-based itu seperti itu. Sebelum mengenalnya itu kita memberikan dulu topik yang untuk dibahas atau bisa dibicarakan untuk mengidentifikasi teks yang kita jelaskan hari itu tadi kan sudah di jelasin yahh seperti itu.

R: Menurut ibu metode ini cocok tidak untuk diterapkan dalam semua skill?

ET5: Bisa, kalo kata saya mah, kalo dari segi, kan tadi mah writing nya seperti itu, kalo reading nya untuk genre based bisa aja anak-anak nanti read their own text in front of the class without reading the text gitu, jadi bukan di talar neng, tapi memorize, kalo dilar mah kan al-quran yah talaran mah, jadi paling memorize what their wrote about the text and then ask them to read it, kalo missal speaking nya itu tergantung teks nya apa, jadi bisa tapi di dalam jenis teks-teks tertentu.

A. Transcript 6th Interview

Teacher Interview

Date: 9th March 2024

Informant: English Teacher 6

Interviewer: Researcher

B. Transcript

R: Assalamu'alaikum Wr.Wb

ET6: Wa'alaikumussalam Wr.Wb

R: Ibu perkenalkan nama saya Hilsa mahasiswa Tingkat akhir di IPI Garut yang kebetulan saya akan meneliti penggunaan metode GBA dalam penagajaran Bahasa. Apakah ibu bersedia untuk menjadi responden penelitian saya?

ET6: Silahkan.

R: Melihat dari hasil pengisian questioner ibu sudah mengajara selama 20 tahun ya bu, tentunya sudah banyak pengalaman terhadap penerapan metode metode pembelajaran yang cocok untuk materi yang akan diberikan kepada anak-anak. Nah bu biasanya metode apa yang sering di gunakan?

ET6: Kalo untuk sekarang ibu sering menggunakan metode berbasis genre tetapi untuk yang lain nya juga kadang digunakan sesuai dengan materinya.

R: Nah bu untuk penerapan genre itu bagaimana bu?

ET6: Dalam penerapannya nya itu yang pertama ada Bkof, Modelling, Joint Contruction serta ICoT, tentunya anak anak diperkenalkan terlebih dahulu mengenai materi dan membiarkan anak-anak untuk mengeksplor materi tersebut kemudian masuklah kepada materi yang akan kita Bahasa tentunya dalam pemaparan materi ini menjelaskan juga generic structure nya serta language features yang tentu sering digunakan dalam materi yang dibahas setelah anak-anak memahami materi tersebut kita kasih latihan mengenai materi tersebut untuk memastikan bahwa anak-anak itu sudah paham dengan metode tersebut.

R: Baik bu, itu latihan nya berbentuk ulangan atau tidak ?

ET6: Untuk ulangan beda lagi nanti ada soal yang berbeda kalo untuk ulangan

R: Jadi secara ini mah latihan biasa saja yah, dari hasil questioner ibu menerapkan metode ini dalam semua skill, itu bagaimana bu penerapannya?

ET6: Seperti tadi yang sudah saya jelaskan aja neng ngajarnya hanya saja diberi media media yang dapat mempraktikan ke empat skill tersebut. Karena skill ini itu tentu nya tidak dapat dipisahkan seperti writing dan reading tentunya tidak dapat dipisahkan dan listening serta speaking.

R: Oh iya ya bu saya menjadi mendapat insight baru terhadap skill itu, kalo sebelumnya ibu pernah mendengar metode GBA ini tidak dan apakah pernah mendapatkan pelatihan untuk menerapkan metode tersebut?

ET6: Sebelumnya belum ya neng, saya tau itu karena untuk bahan ajar nya itu kan saya menggunakan buku erlangga dan ktsp yah dan di dalam buku itu sudah dianjurkan dalam pengajaran bahasa itu harus menggunakan metode berbasis genre.

R: Dalam menerapkan metode ini ibu sudah berapa lama?

ET6: Udah lama neng, dari jaman ktsp 2004 cuman ada yang terpotong karena pada pertengahan tahun ada yang harus patuhi perubahan aturan atuurannya. Dan setelah menyelesaikan aturan yang di anjurkan saya kembali menerapkan metode tersebut.

Transcript 7th Interview

C. Teacher Interview

Date: 23rd April 2024

Informant: English Teacher 7

Interviewer: Researcher

D. Transcript

R: Assalamu'alaikum Wr.Wb

ET7: Wa'alaikumussalam Wr.Wb

R: Ibu perkenalkan nama saya Hilsa mahasiswa Tingkat akhir di IPI Garut yang kebetulan saya akan meneliti penggunaan metode GBA dalam penagajaran Bahasa. Apakah ibu bersedia untuk menjadi responden penelitian saya?

ET7: Silahkan.

R: Melihat dari hasil pengisian questioner ibu sudah mengajara selama 7 tahun ya bu, tentunya sudah banyak pengalaman terhadap penerapan metode metode pembelajaran yang cocok untuk materi yang akan diberikan kepada anak-anak. Nah bu biasanya metode apa yang sering di gunakan?

ET7: Biasanya sih, sebelum PPG ini, biasanya saya menggunakan metode ceramah saja. Setelah mengikuti PPG saya baru akhir-akhir ini menggunakan metode GBA.

R: Nah karena kebetulan ibu menggunakan GBA, saya ingin tau bu GBA itu gimana sih menurut ibu?

ET7: Menurut saya GBA yang saya ketahui setelah mengikuti PPG ini, GBA itu merupakan pendekatan pembelajaran yang berfokus pada pengajaran bahasa berdasarkan jenis teks jadi lebih terstruktur, lebih terfokus terhadap pembelajaran bahasa. Kan jadi siswa belajar dari jenis teks, mulai belajar dari fung-fungsinya, struktur teks, dan unsur kebahasaanya, sampai pada akhirnya siswa ini belajar cara membuat teks tersebut. Seperti cara mandiri dan akhirnya siswa pun dapat mempresentasikan hasil tulisan tersebut. Lebih terstruktur sih intinya.

R: Jadi lebih mudah ya bu, karena sudah tersusun seperti itu.

ET7: Iya, tepat sekali. Jadi lebih mudah juga untuk menyampaikan materi ke siswanya.

R: Mohon maaf bu, apakah sebelumnya ibu pernah mendengar atau mendapatkan pelatihan terkait GBA?

ET7: Jujur, belum pernah. Baru mendengar saat saya mengikuti PPG dan baru banget tau metode tersebut.

R: Oh iyaa buu baik, menurut ibu apakah metode ini dapat diterapkan di semu skill ga?

ET7: Bisa, bisa diterapkan dalam meningkat kan semua skill dalam bahasa. Dalam reading. Listening, speaking, dan writing tentunya itu semua nya bisa menggunakan metode GBA.

R: Nah tentunya dalam setiap pengajaran ada langkah-langkahnya ya bu, nah itu th ada berapa langkah bu dalam penerapan GBA?

ET7: Ada 4, pertama ada building knowledge of the field, kedua modelling of the text, ketiga joint construction of the text, and keempat independent construction.

R: Nah itu th gimana bu penerapan setiap langkahnya dalam pengajarannya?

ET7: Pada saat mengajar, setelah pendahuluan ya. Masuk ke building knowledge of the field, jadi siswa ini diberikan contoh, eh bukan contoh, seperti pancingan dengan memakai sebuah kata, teks, atau gambar. Nah itu untuk membangun background knowledge nya siswa tentang teks yang akan kita pelajari. Kemudian setelah itu, pada tahap modelling siswa diberikan contoh dari jenis teks yang sudah dipelajari sambil menjelaskan fungsi sosialnya, struktur teks, serta unsur kebahasaannya. Kemudian dari joint construction of the text, siswa bersama-sama dengan guru membahas atau berlatih cara membuat teks tersebut. Kemudian pada independent construction of the text, siswa membuat teks secara mandiri tanpa bimbingan guru, nanti pada akhirnya akan ada feedback dari guru.

R: Baik buuu, sangat detail ya buu. Nah tadi di tahap awal ibu sempat berbicara bahwa ketika membangun background knowledge siswa ibu pun memancingnya dengan contoh teks. Nah untuk contoh teks tersebut apa diberikan hanya satu contoh satu jenis atai dua contoh satu jenis?

ET7: Saya hanya memberikan satu contoh siih

R: Baik bu, selanjutnya tadi ditahap independent biasanya ada suatu moment yang di jadikan ulangan tidak bu? Seperti tadi membuat teks lalu diberi feedback, dan feedback itu ternyata berupa nilai

ET7: Saya biasanya sebagai tugas saja dalam proses pembelajaran, jadi saat feedback merupakan peluang mereka untuk memperbaiki tulisannya menjadi lebih baik.

R: Pada tahap modeling, ibu menyebutkan bahwa membahas teks tersebut sampai fungsi sosialnya. Bagaimana cara ibu ketika menerangkan teks tersebut sampai ke fungsi sosialnya?

ET7: Karena kan siswa udah dikasih jenis teks, per teks sudah dipelajari. Kemudian sebelumnya juga siswa sudah dikasih printed material dan itu hard copy. Dalam hard copy tersebut sudah terdapat definisi, fungsi sosial, struktur teks, dan unsur kebahasaannya mereka sudah mempunyai materinya. Untuk membahas fungsi sosial biasanya fungsi sosial dari jenis teks tersebut, kalo language feature itu dari grammar. Kan kalo dalam language feature kadang ada inperative sentence, lalu nanti diberi tanda dan dijelaskan kenapa memakai tersebut.

R: Untuk ditahap joint contruction apakah ibu biasanya brkelompok atau tidak?

ET7: Kalo di joint, berkelompok.

R: Sebelumnya bu, mohon maaf mau mamastikan apakah ibu pernah mendengar gitu secara selewat tentang GBA atau memang benar-benar baru tau dari PPG?

ET7: Jujur baru dari PPG saja saya mengetahui pendekatan GBA ini, saya dulu hanya tau problem based learning. Tapi untuk GBA itu di PPG baru pertama sekali mendengar tentang itu.

R: Memang awal-awal untuk ibu sangat asing yah, tetapi sebenarnya secara saya itu sudah menerapkan GBA ini yahh dari dulu. Cuma ga kena aja sama syntaxnya. Menurut ibu apakah ini membutuhkan pelatihan ga tentang metode GBA?

ET7: Sangatt perlu neng, karena saya saja baru tau tentang GBA itu ketika PPG dan pada saat itu saya itu tidak tau apakah implementasinya sudah benar atau masih ada salah-salahnya gitu.

R: Berarti ibu menggunakan GBA ini secara yakin itu dari kapan bu?

ET7: Baru-baru sih, baru beberapa bulan mungkin adalah sekitar kurang lebih 6 bulan.

MODUL AJAR

I. INFORMASI UMUM

IDENTITAS PENULIS MODUL	
NAMA PENYUSUN	MGMP BAHASA INGGRIS
INSTITUSI	SMK NEGERI 3 GARUT
JENJANG SEKOLAH	SMK
CP	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda
FASE / ELEMEN	E / MENYIMAK DAN BERBICARA
DOMAIN / TOPIK	Describing People (Descriptive Text)
ALOKASI WAKTU	90 menit
JUMLAH PERTEMUAN (JP)	2 pertemuan, @ 2 JP x 45 menit
DESKRIPSI KOMPETENSI AWAL	<ul style="list-style-type: none"> • Peserta didik belum mampu mengidentifikasi informasi pada short spoken conversation terkait descriptive text. • Peserta didik belum dapat mendeskripsikan diri sendiri atau orang lain secara lisan terkait materi descriptive text.
PROFIL PELAJAR PANCASILA	<ul style="list-style-type: none"> • Gotong Royong, bekerja sama dalam grup untuk mengidentifikasi gambar yang disajikan. • Mandiri, peserta didik mengidentifikasi gambar sesuai pilihannya, dan mendeskripsikan serta mempresentasikannya secara mandiri.
SARANA DAN PRASARANA	
MEDIA :	LAPTOP, HANDPHONE, PROJEKTOR,
SUMBER BELAJAR :	laman e-learning, e-book, youtube.
TARGET	<ul style="list-style-type: none"> • Peserta didik belum siap, / belum mampu sebanyak 29 (70%) • Peserta didik sudah siap / mampu sebanyak 6 (20%)

	<ul style="list-style-type: none"> • Peserta didik sangat siap / sangat mampu 3 (10%).
PENDEKATAN	Genre Based Approach (berdasarkan Literature dari <i>Maryam Retno Aji, 2018. PENGGUNAAN GENRE BASED APPROACH DALAM MENINGKATKAN KETERAMPILAN BERBICARA</i>).
MODEL PEMBELAJARAN	Problem Based learning.
METODE PEMBELAJARAN	Diskusi, Tanya Jawab, presentasi.
MODA	Tatap Muka / Luring.

II. KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

Peserta didik mampu mempresentasikan deskripsi tentang seseorang dalam short spoken language.

B. Assesmen

1. Diagnostic / non kognitif.

- Bagaimana cara kamu belajar memahami short spoken khususnya dalam describing people ?
- Media belajar apa yang kamu gunakan dalam belajar short spoken tentang describing people ?
- Kesulitan apa yang kalian temui dalam menyampaikan short spoken khususnya describing people ?

2. Asessment Kognitif

- Informasi apa yang didapatkan dari tayangan video tentang describing people yang sudah disajikan oleh guru ?
- Apakah kalian memahami isi tayangan video tersebut ?
- Sebutkan unsur kebahasaan dalam descriptive teks ?
- Deskripsikan gambar yang disajikan dalam video !

3. Assessment formatif pengetahuan

Unjuk Kerja

1. Deskripsikan gambar yang disajikan dalam LKPD secara berkelompok !
2. Buatlah deskripsi tentang seseorang yang kalian idolakan !

C. PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini,

- peserta didik mampu menggunakan teks deskripsi dalam kehidupan sehari-hari, untuk menjelaskan ciri-ciri fisik seseorang, benda, atau tempat.
- Peserta didik mampu menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks dalam mendeskripsikan orang, benda, atau tempat.

D. PERTANYAAN PEMANTIK

1. Apa yang kalian ketahui tentang teman sebangkumu/ teman dekat dikelasmu ?
2. Menurut pandanganmu seperti apakah dia / teman dekatmu ?
3. Bagaimana deskripsi tentang teman dekatmu ?

E. KEGIATAN PEMBELAJARAN			
TAHAPAN	KEGIATAN GURU	KEGIATAN PESERTA DIDIK	ALOKASI WAKTU
Persiapan / Orientasi Apersepsi	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menanyakan kabar 2. Guru mengarahkan peserta didik untuk berdoa bersama terlebih dahulu. 3. Guru mengecek kehadiran peserta didik 	<ol style="list-style-type: none"> 1. Peserta didik menjawab salam dan kabar. 2. Peserta didik berdoa sesuai arahan guru 	5 menit
Apersepsi	Guru memberikan pertanyaan pemantik dengan menyebutkan salah satu siswa didalam kelas	Peserta didik merespon beberapa pertanyaan guru.	5 menit
INTI			
Fase 1 : BKOF (Building knowledge Of Field)	<ul style="list-style-type: none"> • Guru menyajikan teks yang mendeskripsikan seorang atlet. • Guru kemudian menayangkan gambar yang akan deskripsikan. • • Guru meminta peserta didik untuk mendeskripsikan ciri-ciri fisik dari gambar yang disajikan dalam Bahasa Inggris. 	<ul style="list-style-type: none"> • Peserta didik membaca teks kemudian menjawab pertanyaan dari guru tentang teks. • Peserta didik mengidentifikasi gambar dan informasi dari gambar terkait describing people. • Peserta didik mengidentifikasi gambar dan kata / ungkapan yang tidak dimengerti dalam teks describing tersebut. • Peserta didik menceritakan kembali gambar yang telah mereka lihat. 	10 MENIT
Fase 2 : Modelling.	<ul style="list-style-type: none"> • Guru menjelaskan jenis teks (Genre) yang akan dipelajari. • Guru menjelaskan tahap-tahap dari descriptive teks tentang describing people. (general classification, physical appearance, hobby, character, profesion) 	<ul style="list-style-type: none"> • Peserta didik menyimak penjelasan guru tentang descriptive teks. 	15 menit

	<ul style="list-style-type: none"> • Peserta didik diajak berdiskusi tentang generic structure descriptive text sambil mencontohkan seseorang dalam kelas. • Guru menampilkan video tentang dialogue describing people • Guru dan peserta didik mengidentifikasi language features yang banyak diucapkan dalam describing people. • Guru bertanya kepada peserta didik, tentang video yang sudah ditayangkan. 	<p>Peserta didik ikut menjawab tentang unsur descriptive text.</p> <p>Peserta didik menyimak dialogue tentang describing people.</p> <p>Peserta didik mengidentifikasi setiap kata dalam describing people.</p> <p>Peserta didik menjawab pertanyaan guru.</p>	
Joint Construction	<ul style="list-style-type: none"> • Guru membagi peserta didik dalam beberapa kelompok terdiri dari 4 orang. • Guru membagikan LKPD dan lembar jawaban. • Guru meminta Peserta didik untuk menuliskan tentang isi gambar terlebih dahulu. • Guru mendekati setiap kelompok, kalau-kalau ada yang mengalami kesulitan dalam mengidentifikasi gambarnya. • Guru dan peserta didik Bersama-sama mengumpulkan informasi yang 	<ul style="list-style-type: none"> • Dengan bimbingan guru, peserta didik membentuk kelompok. • Peserta didik secara berkelompok mengumpulkan informasi terkait deskripsi beberapa teman di kelompoknya dari ciri fisik atau penampilan dan menuliskannya dalam Lembar jawaban. • Peserta didik mendiskusikan kepada guru apa yang sudah dituliskannya. • Peserta didik dan guru mendiskusikan hasil 	20 menit

	<p>dikumpulkan dari anggota kelompoknya, terkait deskripsi gambar dari segi ciri fisik, profesi dan penampilan serta keluarganya.</p> <ul style="list-style-type: none"> • Perwakilan kelompok mempresentasikan gambar yang sudah diidentifikasi. 	<p>dari kerja kelompoknya.</p> <ul style="list-style-type: none"> • Dua kelompok tampil untuk mempresentasikan yang sudah ditulisnya. 	
Fase 4 : Independent construction of text (ICOT)	<ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk menuliskan deskripsi tentang seseorang dan memberikan LKPD untuk merancang deskripsinya. • kemudian guru meminta peserta didik mempresentasikan kedepan. 	<ul style="list-style-type: none"> • Peserta didik menuliskan deskripsi tentang seorang yang jadi idolanya. • Peserta didik menampilkan short spoken language tentang seseorang di depan kelas. 	25 menit
Fase 5 : Mengevaluasi proses dan hasil pemecahan	<ul style="list-style-type: none"> • Guru menilai penampilan siswa dalam menyajikan short spoken describing people. 	<p>Peserta didik berpartisipasi aktif memberikan feedback dan evaluasi terkait hasil penampilan rekan-rekan mereka</p>	5 Menit
PENUTUP			
Refleksi dan rencana tindak lanjut	<ul style="list-style-type: none"> ➤ Guru melakukan kegiatan refleksi pembelajaran dengan memberikan beberapa pertanyaan pada peserta didik. ➤ Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. ➤ Guru mengakhiri pertemuan dengan mengucapkan rasa syukur dan memberi salam. 	<ul style="list-style-type: none"> ➤ Peserta didik merespon pertanyaan yang diberikan guru. ➤ Peserta mengucapkan rasa syukur dan menjawab salam 	5 Menit

Refleksi Guru			
<ul style="list-style-type: none"> ➤ Apakah tujuan pembelajaran sudah tercapai? ➤ Apakah peserta didik belajar aktif dan mengikuti dengan baik? ➤ Apakah pembelajaran sudah sesuai dengan apa yang saya rencanakan? ➤ Langkah perbaikan apa yang dilakukan agar bisa lebih baik lagi ? 			

Refleksi peserta didik			
<ul style="list-style-type: none"> ➤ Apakah kaLian merasa sennag dengan materi describing people ? <ul style="list-style-type: none"> ➤ Apakah materinya sulit difahami ? ➤ apakah mendeskripsikan seseorang mudah bagi kalian ? ➤ Siapa yang bisa membantu untuk memahami? ➤ Jika ada soal, kira-kira berapa nilai yang dapat kamu peroleh jika rentang antara 1 – 5? 			

Pengayaan Ketentuan			
<p>Pengayaan diberikan kepada peserta didik yang telah meraih nilai minimal mencapai capaian pembelajaran/batas minimal pada penilaian formatif. Pengayaan ini diharapkan dapat memperkaya pemahaman peserta didik terhadap materi yang disampaikan. Kegiatan Peserta didik yang telah mencapai nilai maksimal, diberikan tugas atau proyek lain untuk meningkatkan pemahaman dan memperkaya keterampilan peserta didik.</p>			
<i>Guru meminta peserta didik untuk mendeskripsikan keluarga mereka masing-masing dan dipresentasikan.</i>			

Remidi Ketentuan			
<p>Remidial diberikan kepada peserta didik yang masih belum mencapai capaian pembelajaran atau batas minimal pada penilaian formatif. Remedial teaching dan testing diberikan setelah penilaian dilaksanakan. Remedial diberikan untuk meningkatkan pemahaman peserta didik dan memberikan kesempatan kepada peserta didik untuk memperbaiki nilai.</p>			
<i>Kegiatan Peserta didik menerima materi dengan contoh dan metode penyampaian yang berbeda. Guru memberikan remedial teaching dan testing.</i>			

BAHAN BACAAN GURU DAN PESERTA DIDIK

- <https://drive.google.com/file/d/10F0v56VU4K-1M0oleTic0hFUWIV93pT5/view?usp=sharing>
- <https://www.ef.co.id/englishfirst/kids/blog/descriptive-text-dalam-bahasa-inggris/>
- <https://www.eslfast.com/robot/topics/smalltalk/smalltalk06.htm>
- <https://www.youtube.com/watch?v=V6x4hUIO1Os>
- <https://www.youtube.com/watch?v=NFCfeoWcEqw>
- https://youtu.be/ceNNH_jnQz8

GLOSARIUM

1. Teks (Text) : ungkapan bahasa yang menurut isi, sintaksis dan pragmatik merupakan suatu kesatuan.
2. Descriptive text : teks yang digunakan untuk memberikan informasi (deskripsi) secara rinci tentang suatu hal tertentu obyek.
3. short Spoken : ungkapan Pendek.
4. Describing people : menceritakan tentang gambaran seseorang baik secara fisik, kepribadian.
5. Structure : tatanan dan bentuk umum dari sebuah narasi
6. Social Function : tujuan dari penulisan suatu teks dalam masyarakat

DAFTAR PUSTAKA

Kurikulum Merdeka ➤ Buku Bahasa Inggris SMA/SMK Kelas X Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Badan Penelitian Dan Pengembangan Dan Perbukuan Pusat Kurikulum Dan Perbukuan – Kurikulum Merdeka

LEMBAR KERJA PESERTA DIDIK

A. Identitas

Kelompok :

Kelas :

Anggota Kelompok :

1.
2.
3.
4.

B. SOAL

LOOK at the picture and discuss for the following question below !



- a. Whose family photo is ?
- b. How about family member ?
- c. What do they look like ?

LEMBAR KERJA PESERTA DIDIK

A. Identitas

Kelompok :

Kelas :

Anggota Kelompok : 1.



- a. Whose family photo is ?

- b. How about family member ?
- c.
- d. What do they look like ?

DESCRIPTION OF.....

NAME OF GROUP :

CLASS :

DATE :

CLASSIFICATION : WHO IS THE PERSON

WHAT IS THE PROFESION

ABOUT PHYSICAL CHARACTERISTICS

ABOUT HOBBY

ABOUT CHARACTER

ABOUT HOBBY

ABOUT CHARACTER

PLEASE WRITE THE DESCRIPTION

DESCRIPTION OF.....

NAME :

CLASS :

DATE :

.....
.....
.....
.....
.....

MODUL AJAR

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Rini Nuralifah, S.Pd.
Institusi	SMAS YASTIC Karangtengah
Tahun Pelajaran	2023-2024
Mata Pelajaran	Bahasa Inggris
Kelas	X
Fase	E
Materi	Descriptive Text
Elemen	Menulis (Writing)
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	2 x 45 menit (1 x pertemuan)
B. KOMPETENSI AWAL	
Siswa memahami simple present tense yang mana sebagai salah satu <i>linguistic features</i> dari <i>descriptive text</i>	
C. PROFIL PELAJAR PANCASILA	
<ul style="list-style-type: none"> • Gotong royong 	Peserta didik bekerja sama dengan temannya dalam membuat <i>mind mapping</i> terkait teks deskripsi.
<ul style="list-style-type: none"> • Kreatif 	Peserta didik mengembangkan kreatifitas mereka ketika membuat <i>mind mapping</i> terkait teks deskripsi.
<ul style="list-style-type: none"> • Berpikir Kritis 	Peserta didik memiliki kemampuan berpikir kritis dalam menyusun teks deskripsi dari <i>mind mapping</i> yang telah mereka buat.
D. SARANA DAN PRASARANA	
Media dan Sumber Belajar	Laptop Proyektor Karton Mind mapping terkait deskriptif teks Lembar kerja peserta didik, Power point, Buku Paket Bahasa Inggris Materi mengenai <i>descriptive text</i>

E. TARGET PESERTA DIDIK	
Siswa kelas X-3 SMAS YASTIC Karangtengah	
F. MODEL PEMBELAJARAN	
Model: <i>Genre Based Approach</i> Metode: Diskusi, tanya jawab, penugasan.	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
1. Melalui model pembelajaran <i>Genre-Based Approach</i> , peserta didik mampu menulis <i>descriptive text</i> tentang idola sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.	
B. PEMAHAMAN BERMAKNA	
Setelah mempelajari <i>descriptive text</i> , <ol style="list-style-type: none"> 1. Peserta didik dapat mengetahui penggunaan jenis teks deskripsi dalam kehidupan sehari-hari, 2. Peserta didik dapat menggunakan teks deskripsi sebagai pedoman dalam mendeskripsikan sesuatu atau seseorang yang mereka maksud dengan tepat. 	
C. PERTANYAAN PEMANTIK	
<ul style="list-style-type: none"> • Do you have an idol? • Who is she/he? • Why do you like him/her? • What does she/he look like? • How is the character of him/her? 	
D. PERSIAPAN PEMBELAJARAN	
<ul style="list-style-type: none"> • Guru menyusun LKPD • Guru menyusun instrumen assessment yang digunakan 	

E. KEGIATAN PEMBELAJARAN	
PERTEMUAN KE-1 (2X45 menit)	
Pendahuluan(10 menit)	<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar pesera didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran peserta didik 4. Guru memastikan kesiapan dan kenyamanan peserta didik dalam belajar 5. Guru menanyakan tentang materi sebelumnya. 6. Guru melakukan apersepsi melalui pertanyaan pemantik. 7. Guru memberikan gambaran tentang manfaat pembelajaran dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran.

<p>Inti (75 menit)</p>	<p>Building Knowledge of the Field</p> <ol style="list-style-type: none"> 1. Guru menampilkan beberapa gambar artis terkenal. 2. Guru menanyakan: <i>Do you know him/her?</i> <i>Who is he/she?</i> <i>Can you describe his/her physical appearance?</i> 3. Guru menampilkan <i>mind mapping</i> yang berisi ciri fisik dan karakter dari Taylor Swift 4. Guru bersama peserta didik membahas <i>mind mapping</i> tersebut. <p>Modelling of the Text</p> <ol style="list-style-type: none"> 5. Guru menampilkan <i>descriptive text</i> dari <i>mind mapping</i> yang telah dibahas. 6. Guru meminta peserta didik untuk membaca dan mengamati <i>descriptive text</i> yang disajikan. 7. Guru dan peserta didik membahas social function, generic structure, language features dan informasi yang ada di dalam teks. 8. Guru memberikan kesempatan kepada peserta didik untuk bertanya. <p>Joint Construction of the Text</p> <ol style="list-style-type: none"> 9. Peserta didik dibagi menjadi kelompok kecil yang terdiri dari 4-5 orang. 10. Peserta didik diberikan LKPD untuk membuat <i>mind mapping</i> dan mengembangkannya menjadi <i>descriptive text</i> tentang idola mereka. 11. Setelah selesai menulis teks deskripsi, peserta didik saling bertukar informasi mengenai teks yang telah mereka buat dengan model <i>two stay two stray</i>. <ol style="list-style-type: none"> a. Dua orang peserta didik dari satu kelompok pergi ke kelompok lain untuk mendapatkan informasi dan memberikan tanggapan terhadap hasil pekerjaan kelompok lain. b. Dua peserta didik tinggal dalam kelompoknya untuk memberikan informasi kepada kelompok lain dan menerima tanggapan atas hasil pekerjaannya. c. Setelah mereka bertukar informasi, peserta didik berdiskusi tentang informasi yang mereka dapatkan. 12. Selama proses kegiatan, guru mengobservasi dan membimbing peserta didik dalam membuat <i>descriptive text</i>. 13. Guru mengevaluasi hasil kerja peserta didik serta membahasnya bersama-sama <p>Independent Construction of the Text</p> <ol style="list-style-type: none"> 14. Peserta didik diberikan LKPD individu untuk membuat <i>mind mapping</i> dan <i>descriptive text</i> tentang <i>favorite person</i> secara mandiri. 15. Guru melakukan evaluasi terhadap hasil kerja peserta didik dan memberikan feedback kepada mereka secara personal.
<p>Penutup (75 menit)</p>	<ol style="list-style-type: none"> 1. Peserta didik dengan arahan guru menyimpulkan kegiatan pembelajaran. 2. Guru memberikan umpan balik terhadap proses pembelajaran. 3. Guru dan peserta didik melakukan refleksi. 4. Guru menyampaikan agenda pertemuan berikutnya. 5. Guru dan peserta didik menutup pembelajaran dengan berdoa dan salam.

APPENDIX B



YAYASAN GRIYA WINAYA GARUT
INSTITUT PENDIDIKAN INDONESIA
 FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA
 Jalan Terusan Pahlawan No. 12 Sukagalih - Tarogong Kidul, Garut
 Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos. 44151
 email : fpiba@institutpendidikan.ac.id web : www.institutpendidikan.ac.id

Nomor : /IPLD1/AKM/ /2022
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu Pimpinan
 SMAN 17 Garut
 di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama : Hilsa Pramesti Bahtiar
 Nomor Induk Mahasiswa : 20224010
 Program Studi : Pendidikan Bahasa Inggris/ S-1
 Tingkat/ Semester : IV/ VII
 Alamat : Perum Griya Bumi Praja Blok B4

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut. Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 24 Januari 2024

Dekan,

Dr. Lina Siti Nurwahidah, M.Pd.
 NIP 196805271993032001



YAYASAN GRIYA WINAYA GARUT
INSTITUT PENDIDIKAN INDONESIA
 FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA
 Jalan Terusan Pahlawan No. 12 Sukagalih - Tarogong Kidul, Garut
 Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos. 44151
 email : fpiba@institutpendidikan.ac.id web : www.institutpendidikan.ac.id

Nomor : /IPLD1/AKM/ /2022
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu Pimpinan
 SMAN 19 Garut
 di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama : Hilsa Pramesti Bahtiar
 Nomor Induk Mahasiswa : 20224010
 Program Studi : Pendidikan Bahasa Inggris/ S-1
 Tingkat/ Semester : IV/ VIII
 Alamat : Perum Griya Bumi Praja Blok B4 Des.
 Rancabango Kec. Tarogong Kaler Kab. Garut

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut. Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 07 Maret 2024

Dekan,

Dr. Lina Siti Nurwahidah, M.Pd.
 NIP 196805271993032001



PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 1

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

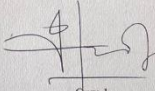
Yang dibuat oleh:

Nama : Hilsa Pramesti Bahtiar
NIM : 20224010

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 29 Desember 2024
Yang membuat pernyataan


Guru 1

PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 2

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

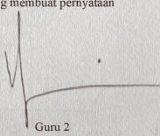
Yang dibuat oleh:

Nama : Hilsa Pramesti Bahtiar
NIM : 20224010

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 01 Januari 2024
Yang membuat pernyataan


Guru 2

PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 3

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

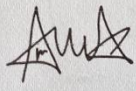
Yang dibuat oleh:

Nama : Hilsa Pramesti Bahtiar
NIM : 20224010

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 02 Januari 2024
Yang membuat pernyataan


Guru 3

PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 4

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

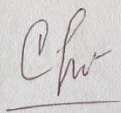
Yang dibuat oleh:

Nama : Hilsa Pramesti Bahtiar
NIM : 20224016

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 06 Maret 2024
Yang membuat pernyataan


Guru 4

PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 5

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

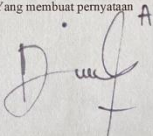
Yang dibuat oleh:

Nama : Hilsa Pramesti Bahtiar
NIM : 20224016

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 07 Maret 2024
Yang membuat pernyataan


Guru 5

PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 6

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

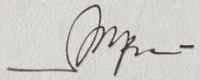
Yang dibuat oleh:

Nama : Hilsa Pramesti Bahtiar
NIM : 20224016

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 09 Maret 2024
Yang membuat pernyataan


Guru 6

PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN
(INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama : Guru 7

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul:

UNDERSTANDING TEACHERS' PERSPECTIVE ON GENRE-BASED APPROACH IN TEACHING LANGUAGE

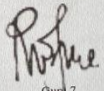
Yang dibuat oleh:

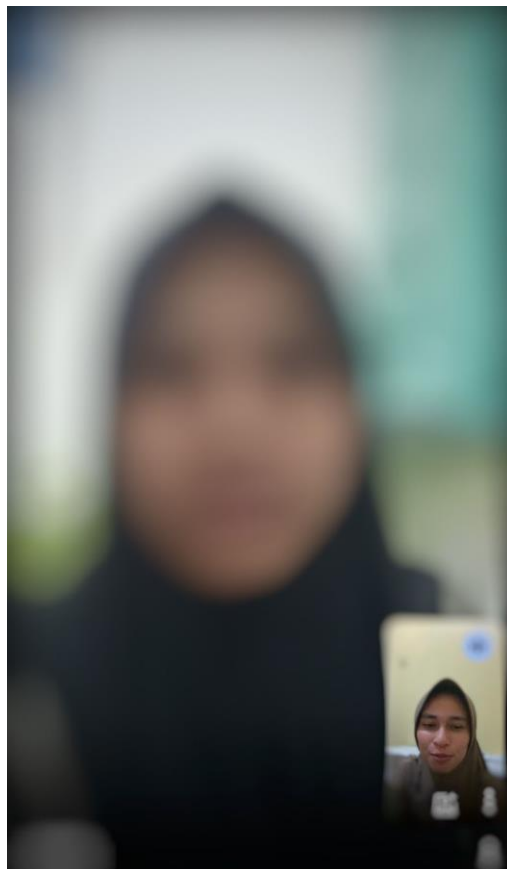
Nama : Hilsa Pramesti Bahtiar
NIM : 20224016

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun.

Garut, 23 April 2024
Yang membuat pernyataan


Guru 7





YAYASAN GRIYA WINAYA
INSTITUT PENDIDIKAN INDONESIA (IPI GARUT)
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 Fax (0262) 540469 Website <http://www.institutpendidikan.ac.id> Email info@institutpendidikan.ac.id

SURAT KEPUTUSAN
INSTITUT PENDIDIKAN INDONESIA IPI
Nomor : 1194/IPI.D1/KM/IX/2023

tentang
 Pengangkatan Dosen Pembimbing Skripsi
 pada Program Studi Pendidikan Bahasa Inggris IPI
 2023-2024

Dekan Fakultas Pendidikan Ilmu Sosial, Bahasa dan Sastra Institut Pendidikan Indonesia:

- Menimbang** : a. bahwa dalam upaya meningkatkan kualitas hasil karya ilmiah mahasiswa ditetapkan dosen pembimbing I dan Pembimbing II.
 b. bahwa dosen yang namanya tercantum dalam Surat Keputusan ini memiliki wewenang dalam membimbing skripsi mahasiswa.
- Mengingat** : a. Undang-Undang Nomor 12 Tahun 2012 tentang Sistem Pendidikan Tinggi;
 b. Permen Dikbud No. 49 Tahun 2014 tentang Standar Nasional Pendidikan Tinggi;
 c. PP Nomor 19 tahun 2005 tentang Standarisasi Nasional Pendidikan;
 d. Pedoman Akademik Institut Pendidikan Indonesia Tahun Akademik 2023-2024
- Memperhatikan** : a. Hasil seminar proposal Pendidikan Bahasa Inggris
 b. Surat Penunjukkan Dosen Pembimbing Skripsi.

MEMUTUSKAN

- Menetapkan** : 1. ASEP SUPARMAN, M.Pd. selaku pembimbing I dan MUHAMAD TAUFIK HIDAYAT, M.Pd. selaku pembimbing II untuk membimbing mahasiswa bernama : HILSA PRAMESTI BAHTIAR- 20224010 dengan Judul :

Understanding teachers' perspective of Genre-Based Approach in teaching language

2. Pada Dosen Pembimbing akan diberikan honorarium sesuai dengan ketentuan yang berlaku di Institut Pendidikan Indonesia dan surat keputusan ini berlaku satu tahun sejak tanggal ditetapkan.
3. Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Garut
 Tanggal : 6 November 2023
 Dekan Fakultas Pendidikan Ilmu Sosial,
 Bahasa dan Sastra

Dr. LINA SITI NURWAHIDAH, M.Pd.

Tembusan Yth:

1. Yth. Ketua Yayasan Griya Winaya (sebagai laporan)
2. Yth. Ketua Program Studi S1
3. Wakabid Akademik
4. Wakabid Kemahasiswaan

APPENDIX C

CURRICULUM VITAE



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SUMMARY

: The author's name is Hilsa Pramesti Bahtiar. She was born in Garut on 11 March 2002. She is a person who is quite active in organising both external and internal campus organisations. She has a hobby of photography. She is very happy if she finds a beautiful or aesthetic place.

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