

A LIBRARY RESEARCH: THE IMPLEMENTATION OF GENRE BASED APPROACH IN INDONESIAN VOCATIONAL HIGH SCHOOLS

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ABSTRACT

Genre Based Approach (GBA) had been implemented for a decade in English Curriculum of Indonesia. It was expected that this approach could develop four language skills simultaneously through its four stages of teaching and learning cycles, namely Building Knowledge of Field (BKOF), Modelling of Text (MOT), Join Construction of Text (JCOT) and Independent Construction of Text (ICOT). This study aims to review the implementation of GBA in Vocational High School (VHS) and its impact to the learning process. It applied a library research to analyze two thesis and six research journals on the implementation GBA in VHS that focus mostly in writing skills. The results show that teachers have applied GBA using the correct stages though there are some weaknesses within the process. Teachers and students give positive response toward the implementation of GBA that can be seen through their enthusiasm during the teaching and learning process. Finally, this study also revealed that GBA can improve students learning results that is proven from the students' writing scores that increase after the implementation of GBA.

Keywords: Genre Based Approach (GBA), Library Research, Teaching and Learning Cycles, Vocational High School (VHS).

1. INTRODUCTION

English is a weapon to face the challenge of 21st century when the world become borderless and the interchange of workforce among countries become a common thing. However, the results of EF's (Education First) research in 2016 as cited in (Dewi et al., 2019) regarding English skills showed that Indonesia was ranked 32nd out of 72 countries, lower than the other 3 ASEAN countries, namely Singapore, Malaysia and Philippines. Even Indonesian English ability is lower than Vietnam which is 1 level above Indonesia or ranked 31st. This phenomenon should have triggered Indonesian government to prepare the young generations with quality English to assist them entering the global workforce at this time.

Recently, The government of Republic Indonesia has paid strong concern on Vocational High Schools (VHSs) as an education institution for preparing the future Indonesian workforce. A Vocational High School is a kind of educational institution, which, depends on country, may refer to secondary or post-secondary education designed to provide vocational education, or technical skills required to perform the tasks of a particular and specific job (Fauzi & Hanifah, 2019). Referring to Republic of Indonesia Ministry of Education and Culture's number 34 of 2018 regarding to the National Standard of Vocational High School (SMK/Vocational Madrasah Aliyah (MAK), Vocational School (SMK/ MAK) is one of the high schools which produce graduates who can work in the industries. In fact, VHS is chosen by people for entering the industries for the first time and focusing on the skills that students need in the work field (Sari & Wirza, 2021).

However, instead of successfully preparing students for working, the data from the Central Bureau of Statistics (Badan Pusat Statistics or BPS) in 2017 show that VHS produced the highest rank of the number of unemployed people namely 9,27% (Sarwandi et al., 2019) compared to Academic High Schools. Moreover, It was identified that the cause of the high contribution of vocational education to the number of unemployed people in Indonesia was the lack of special skills and soft skills possessed (Sarwandi et al., 2019). Further, several researches also have shown that students of VHS have low competence in English communication skills (Apriliana & Basikin, 2021; Mahbub, 2018; Nasihin, 2020; Purwanti, 2018; Sari & Wirza, 2021). The Republic of Indonesia Ministry of Education and Culture also mentioned that industries need employees who have good skills related to the work fields, including the language skills that relevant to their workfield. Hence, VHS should significantly equip the students with specific skills, in particular English for their special needs that enable them to work in global world.

Genre in term of the language and linguistics is a set of communication activities with specific goal (Martin 1999, Swales, 1990 cited in Dirgeyasa, 2016). Referring to that definition, it can be said that genre

process is a communication process which has certain objective for its members based on its contexts. In line with this definition, Christie and Martin (2000) in (Dirgeyasa, 2016) states that genre is the particular usage of the language in a certain social circumstance such as interview genre, media genre, or advertisement genre and so forth. There are four stages of the teaching and learning cycle according to Hammond et al (1992) and Depdiknas (2005) as cited in (Nur Fadila et al., 2019) namely, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Join Construction of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT). The BKOF stage is used to introduce a new genre or new topic to be talking about. The MOT stage is focused on analyzing the genre through a model text related to the course topic. JCOT stage is applied to reinforce generic purpose and structure, depending on the students ability to understand and gain control of genre aspects. Finally, the ICOT stage is the time students work with their friends or individually to produce types of genre that have been learnt in the previous stages. However, to enter the last stage teachers need to assess if the students are ready to construct the texts independently.

In fact the Indonesian Ministry of Education has incorporated GBA into the English language curriculum for more than a decade (Nurlaelawati et al., 2020). GBA was introduced for the first time in the 2004 Curriculum and it remains salient in the latest curriculum the 2013 Curriculum (see Fanani, 2018; Nurlaelawati et al., 2020). Through GBA English teaching has emphasized the integration of four language skills and the urgency of students learning language in the context of whole texts and meaningful activities (Nurlaelawati et al., 2020). Hence the implementation of GBA in Indonesia should be relevant for students VHS since it guides them to immerse in contextual English learning process that reflect the usage of English in the real life, especially in the work fields. Through reviewing and analyzing the previous studies related to implementation of GBA in VHS, it is expected that the researchers could see whether this approach had been applied correctly and it can really give positive impact towards the students learning results

2. METHOD

This study applied library research to review some previoreus research that address the implementation of Genre Based Approach (GBA) in Indonesian Vocational High schools (VHS). There were six research articles and two unpublised research from 2011 to 2021 collected through Web searches. They were analyzed and sythesized in order reveal the implementation of GBA in Indonesian VHS. The results were then connected with the theories of GBA to see whether the implementation of GBA had been relevant with the stages of GBA and how it gave impact to the students learning results.

Tabel 1. Sample of Table Analysis

No	Author (year, n of authors, tittle)	Location	Method	Subjects	Results
1	(2019) Alfina nur fadila, Tatang setia, Rajji K Adireja The implementation of GBA in teaching speaking of descriptive text	SMK Negeri 4 Garut, Indonesia	Descriptive method Observation and interview	Grade XII Multimedii a program of SMK Negeri 4 Garut	1. Teacher has understood about the basic principles and stages in GBA and implementing it properly in his teaching and learning process. 2. Based on interview with english teacher, it is found the students showed positive responses toward the implementation of GBA in in the class that can be proven by the improvement of students' enthusiasm in responding learning and teaching process.
2	(2011) Tri Istianah The use of GBA in teaching writing procedural texts to improve students' writing skill to the eleventh graders of SMK N 1 Slawi	SMKN 1 Slawi Indonesia	Action Research Writing test Questionnaire Observation	29 Eleventh graders of SMKN 1 Slawi	GBA can give contribution to teaching recount text. Students can write what they have in their mind using correct sequence of steps and grammar in correct way. Teacher can guide students easily.

3	(2019) Putri Alika Adelia, Yanuarti Apsari The implementation of GBA trough instagram posts	Vocational High School Cimahi, Indonesia	Descriptive qualitative and questionnaire	39 students of Vocational High School in Cimahi	The implementation of teaching writing using GBA through instagram posts makes students gave positive responses, easy to understand the material, more brave in expressing their opinion, being able to create a fun and not boring learning atmosphere, and being able to build students' motivation in learning.
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3. FINDINGS AND DISCUSSION

The raw data on this study was gathered from six research journals and two thesis. The researchers selected these materials since all are freely to download from any search engine and the topic are relevant with this study. From these materials, this study aims to draw the conclusion answering the research problems on the implementation of GBA in VHS and how it gave effects to impact to the students learning results.

The Implementation of GBA

The eight articles show that teachers have implemented the stages of GBA. The principles of GBA are contained in four stages namely: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of a Text (JCOT) and Independent Construction of Text (ICOT). These stages were applied to support teaching and learning process in class. The data that expose this phenomena were gained through observation and interview by which the researchers could directly discover English teaching and learning practice objectively (Istianah, 2011; Nur Fadila et al., 2019). The results reveal that, though far from perfect, teachers have already tried to applied the GBA stages completely in their teaching practice to teach English skills and developing learning materials (Fitriani; Nur, Rafi H; Bustamin; Ali, 2019; H. Ginting et al., 2017; T. E. Ginting, 2021). These phenomena imply that teachers believe that GBA is a positive approach to support teaching and learning process in the classroom.

The Teacher and Students' Response towards GBA

According to the observation, teachers and students' interview, and the questionnaires, it is found that teachers and students have positive response towards the GBA implementation. Two teachers stated (Istianah, 2011; Nur Fadila et al., 2019) that GBA could develop teachers' personal development since it encourages them to learn more automatically before they could apply GBA in the classroom. GBA stimulates teachers to learn about different types of genre; their social purposes, generic structure and language features so that they could explain them explicitly to students. Without having clear understanding on genres, teachers will not be able to transfer their knowledge to students and help them to reproduce the texts both in written and spoken forms.

The data gained from students side show how they perceive GBA as a constructive approach for their learning process. Istianah (Istianah, 2011) through her observation, interview and test, noticed students' change in behavior from the first treatment up to the last treatment. Alfina (Nur Fadila et al., 2019) saw how GBA stimulate students to work together and participate actively in the classroom. Alika (Adelia, Putri A; Apsari, 2019) through her intensive questionnaire concerning students responses toward GBA, found that most of students agreed that GBA helps them to understand the materials, increases their positive feeling (interested, happy and not bored) toward the learning process, and motivates them to get better grades in learning process.

From the data explanation above, it can be seen both the teachers and students' response toward the implementation of GBA is positive. GBA has been seen to encourage teachers and students to improve their teaching and learning process and motivate them to dig deeper on the genre being learnt. GBA also increases students interest in learning, stimulate them to work together with their peers and get better scores afterward..

Students Learning Results through GBA

According to the data revealed in this study, it is found that GBA could increase students' learning results. For example, in her research, Istianah (Istianah, 2011) found that her students' writing post test increased 15.18% from their pre- test. In other research conducted by Hilda (Gupitasari, 2013), numbers of students who can pass the minimum score of writing business letters increase after they completed two cycles of action research implementing GBA. Following these, other articles of GBA analyzed in this study

revealed the similar trend, students' English learning results increased after they have completed the stages of GBA.

4. CONCLUSION

From the previous explanation above, this study comes to the following conclusion. First, teachers have strived to implement GBA stages completely in their classroom. This phenomena were revealed from the data gained through classroom observation and interview by which researchers could discover what really happened in the teaching and learning process. Second, the phenomena also show that both teachers and students give positive response toward the implementation of GBA. Teachers stated that GBA stimulates them to learn more about the texts (genres) before they present them to the students. Then, students become more enthusiastic in learning and involving in group work. They feel GBA creates more fun and not boring learning atmosphere, and eventually increases their motivation in learning. As the last finding of this study, it is found that the implementation of GBA improves students learning result significantly. This can be seen from the increase of students post-test average score compared to their pre- test average score. Then, the numbers of students who can pass the minimum standard achievement also increases after they have completed the whole stages of GBA..

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