

# THE IMPLEMENTATION OF GENRE BASED LANGUAGE TEACHING ON STUDENTS' READING COMPREHENSION TEXT AT SMPN 1 PADANGSIDIMPUAN

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## **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui sejauh mana penerapan metode pengajaran bahasa berbasis genre terhadap keterampilan pemahaman membaca siswa di SMPN 1 Padangsidimpuan. Penelitian ini dilaksanakan dengan metode kualitatif. Populasi penelitian ini adalah seluruh siswa kelas VIII-16 SMPN 1 Padangsidimpuan.

Pesertanya terdiri dari 21 orang siswa. Setelah mengumpulkan data penelitian ini terbukti bahwa penerapan metode pengajaran bahasa berbasis genre pada siswa SMPN 1 Padangsidimpuan dapat meningkat. jadi dapat disimpulkan bahwa adanya suatu peningkatan dalam pengajaran teks pemahaman bacaan di SMPN 1 Padangsidimpuan dengan menggunakan metode ini. Diperlukan sosialisasi yang lebih banyak dalam proses pengajaran pada keterampilan membaca dimasa yang akan datang.

**Kata Kunci :** pengajaran bahasa berbasis wacana pengajaran quantum, pemahaman membaca

## **Abstract**

The aim of this CAR (Classroom Action Research) was to find out how the implementation of the genre based language teaching on students' reading comprehension text at SMPN 1 Padangsidimpuan. This research was conducted by qualitative method.

The population of this research was all of the students of the class VIII-16 SMP 1 Padangsidimpuan. The participants of the research were 21 students. After collecting the data of the research, it proved that the implementation of genre based language teaching on students' reading comprehension text at SMPN 1 Padangsidimpuan was improved. So, It was concluded that there was the improvement in teaching reading comprehension text at SMPN 1 Padangsidimpuan by implementing the method. It needs more socialization in teaching process of reading skill in the future time.

**Keywords :** genre based language teaching, reading comprehension

## **INTRODUCTION**

In every level of education in Indonesia, English is one of the compulsory subject that is taught from primary school until university. Like in SMPN 1 Padangsidimpuan. Actually, all of students can read, but in reality, teaching reading in SMPN 1 Padangsidimpuan less effective. When they were studying about texts, the teachers just read the text, and then order the students to read the text one by one. After that, students are ordered to find the difficult words from the text and then translate the words. The last, students do the exercise.

But the problem is most of them can not remember what they have read, they do not understand about the component of paragraph, do not understand part of speech, lack of vocabularies, do not understand about the use of punctuation.

Genre based language teaching is the method that used to comprehend the text based on generic text structure.

The method of genre based language teaching is suitable method for teaching reading. The method has strengths in teaching rea-

ding. By the method, the students are easy to comprehend and understand the text and meaning of words, the students are easy to understand the pattern of sentences and the students can comprehend text easily. The strength of genre based language teaching is: the students are easy to comprehend text based on social function and generic structure of text. The last, students can do the exercise.

As Reading is one of the four language skill that used to submit the ideas, it is important to be learned and mastered by every individual. By reading, it can make us relax, interacting with the feelings and thought, obtain information and improve our science knowledge. Reading is a way to get the information from something that was written. Reading involves the introduction of symbols that make up a language.

Generally, reading has a lot of significances. First, reading can add knowledge. Someone who likes reading has much information that they have saved in their memory: such as the information about education, business, religion, politic, life and so on. All of those can add our knowledge than looking and listening only. So that, reading is very important to enrich our knowledge.

Second, reading can develop capacity of thinking. Reading is an activity or thinking process of cognition. When we are reading, our brain is the important factor. Students who do not have high capacity of thinking very difficult to remember something. So that, reading is a way to develop capacity of thinking and they will be able to connect what they read and what they have read.

Third, reading can improve self confidence. Student who has a lot of knowledge or

information from what they have read, has ability to speak well and of course more capable than the other. Then, they do not doubt to give information to other because they believe that what they say have reference. So that, reading makes them confident.

## **REVIEW OF LITERATURE**

### **Genre Based Language Teaching**

The term genre is used in a range of educational contexts to refer not only to the types of literary texts, but also to the predictable and recurring patterns of everyday texts that occur within particular cultures, learning genres is a fundamental part of language development, and it is our ability to predict the compositional structure and length of genres that enables us to communicate.

The term genre based language teaching approach refers to the approach of the language and literacy education that incorporates an understanding of the notion of genre, and of teaching about genre, into educational programs. Genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners not only to see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts. (Routledge, 2001),

Genre is not about independent text structures but the interaction of texts we speak and read and the social context in which we all live. genre to include two aspects. The first is the purpose for which the text is written. The second is the structure of the text that is

the way the words and sentences are chosen and organized.

Christopher (2001) says, “genre based language teaching provides the students with learning activities presented within a social contextual framework, which encourage them to focus on language and which assist them to become more independent and analytical learners.”

According to (Richard;2006) “text based instruction also known as a genre based approach sees communicative competence as involving the mastery of different types of text.” Richards states that “ in the sense of text based refers to structured sequences of language that are used in specific contexts in specific ways.

According to Freez and Joyce in Richards (2006), genre based instruction is based on an approach to teaching language which involves:

- a. Teaching explicitly about the structures and grammatical features of spoken and written texts
- b. Linking spoken and written texts to the cultural context of their use.
- c. Designing units of work which focus on developing skills in relation to whole texts
- d. providing students with guided practice as they develop language skills meaningful communication through whole text.

In conclusion, genre based language teaching is teaching language based on results of genre analysis. Genre analysis is the study of how language is used within a particular setting and is concerned with the form of language use in relation to meaning. Genre analysis is a tool to examine the structural organi-

zation of texts to achieve the communicative purpose of the text.

### **Reading Comprehension Text**

Reading is a way to get information from something that was written. Reading involves the introduction of symbols that make up a language. Read and Hear is the second most common way to get information.

Brown (2004) says, “reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction”

Goodman in Wayne Otto (1985) says, “Reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader’s reconstructed message agrees with the writer’s intended message.” Reading comprehension suggest that separate skills or tasks can be identified which, when used singly or incorrect, lead to understanding of a passage.

In conclusion, reading comprehension text is a constructive process the visual information and corrects it with information in the text. Reading comprehension text must have interaction between the reader and the writer by having the same interpretation upon text.

### **METHODOLOGY OF THE RESEARCH**

This chapter discuss about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population, instrument of data collec-

ting, procedure of research, testing of instrument, and data collecting.

This classroom action research was conducted at SMPN 1 Padangsidimpuan. The subject of research was at the second grade of students at SMPN 1 Padangsidimpuan in 2015-2016 Academic Year. This research had been done from February to March 2016. So that, this research was done for two months.

Suharsimi Arikunto (1993) says, “A population is a set (collection) of all elements processing one or more attributes of interest. Based on the quotation above, the population of research consists of all of the students of class VIII-16 SMPN 1 Padangsidimpuan. So, The participants consisted of 21 students.

In data collecting, the researcher gave two kinds of instruments, they were tests and observation.

So, In this research the researcher had an instrument because a good instrument can guarantee for taking the valid data. The instruments are tests. They are pre-test and post-test. The form of the test is multiple choices. The test is divided to two parts. First is pre test consist of 30 number and the second is post test consist of 30 number. The indicator of the test just focused on the two kinds of the reading skills: grammar and choosing vocabulary. In doing the tests and observation, the class was also observed by other teacher as a collaborator getting the data from the observation, the researcher asked the students about their difficulties in learning process of the reading. The researcher asked the students who still had a very low capability in understanding the text material and in what part of the lessons they do not understand: under-

standing the materials, choosing vocabulary, defining grammar or structure.

In addition, Suharsimi Arikunto (1993) says, “Instrument of the research is a tool of facility is used by the researcher in collecting data. So that, the process is easier and better with the more careful, complete and systematic.

This research was done in two cycles and every cycle consisted of four meetings. It was done to get the data of the students in more accurately.

## RESULT OF THE RESEARCH

After doing the pre-test, the researcher found many students who do not understand about reading comprehension, many students got bad marks or grades below the standard value in class of VIII-16 SMP 1 Padangsidimpuan for English lesson, even though the standard value of English was only 75. After applying the method of genre based language teaching for cycle one that lasted for four meetings, the students gradually interested about reading. In the last of the cycle, the researcher gave the students the test. And the result post, the test started to improve although some are still have problems. The result of the test is shown below in table 1.

**Table 1. The Students' Reading ability in the first cycle**

St. name	Aspects		Standard value	overage
	gram mar	vocabul ary		
St-1	70	70	75	70
St-2	78	82	75	80
St-3	65	65	75	65
St-4	60	60	75	60
St-5	60	65	75	62.5
St-5	65	65	75	65
St-6	70	75	75	72.5

St-7	65	70	75	67.5
St-8	65	65	75	65
St-9	70	70	75	70
St-10	70	75	75	72.5
St-11	70	75	75	72.5
St-12	60	65	75	62.5
St-13	60	60	75	60
St-14	60	60	75	60
St-15	60	65	75	62.5
St-16	65	65	75	65
St-17	65	65	75	65
St-18	75	80	75	77.5
St-19	60	60	75	60
St-20	65	65	75	65
St-21	60	65	75	62.5

From the result of the the test in cycle 1, it can be seen that most of the students had improved. But some of them were still have problems, specially in grammar. It can be seen that there were still more students did not pass the the standard value. Anfter getting the result of the test in this cycle, the researcher revised the plan of the teaching process and make any decisions to re-organezed the teaching strategies and activitis in the second cycle. The researcher also gathered the information from the result of the observation the first cycle. So, the researcher had re-organized the teaching planning and revised in the parts of the problems where the students have mostly.

After finishing doing the teaching process in the second cycle, the researcher gave the test to the students again. In this test, the result of the students improved better. Most of the students improved. The result of the test can be seen in the table 2 as below:

**Table 2. The students' reading ability in the second cycle**

Students' name	Aspects		Standard value	overage
	gram mar	vocabula ry		
St-1	75	77	75	76

Students' name	Aspects		Standard value	overage
	gram mar	vocabula ry		
St-2	82	86	75	84
St-3	76	78	75	77
St-4	66	70	75	68
St-5	70	70	75	70
St-5	75	75	75	75
St-6	78	78	75	78
St-7	77	80	75	78
St-8	76	78	75	77
St-9	78	78	75	78
St-10	78	80	75	79
St-11	80	82	75	81
St-12	76	78	75	77
St-13	71	75	75	73
St-14	75	75	75	75
St-15	75	75	75	75
St-16	75	79	75	77
St-17	78	78	75	78
St-18	80	84	75	82
St-19	71	75	75	73
St-20	65	65	75	65
St-21	60	65	75	62.5

In this cycle only four students who do not pass the standard value in in the test, especially in grammar and all of them have pass in choosing appropriate words or vocabulary in understanding the reading comprehension text by implementing the genre based language teaching. From the result it can be cocluded that the implementation of the genre based language teacing, the students' skill improved, because the percentage of the students who passed the test has been 78 % . so, this method can be applied in the teaching language program, especially in teaching reading comprehension text.

## CONCLUSION AND SUGGESTION

Based on the result of the research and calculation of the data, the researcher got the conclusion that there is a significant improvement of the students' result in reading comprehension text by implemation of the genre

based language teaching on to the grade of VIII-16 SMPN 1 Padangsidempuan.

From all the calculation and observation the student learned more effective in teaching process. The students also understand the reading more easily and they learn more attractive. So, the implementation of the method is supposed to be applied because it is a good method in teaching process, especially reading comprehension text.

So that, the writer suggests that the genre based language teaching method can be applied on the English teaching classroom, especially for the teachers who want to increase students' reading comprehension.

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