

## Students' Perception of Learning English Using a Genre-Based Approach Book at Junior High School

Kurnia Indrayanti<sup>1</sup>, Dwiyantodjoko Pranowo<sup>2</sup>  
Corresponding Author: Kurnia Indrayanti

---

**ABSTRACT:** *The genre-based is one of approaches in language learning. Genre-based approach design is a main concern with what learners do in language. The approach of language learning from a text perspective that need a method to improve students' knowledge and skills toward productive skills (speaking and writing) relates to context of social. Overall, the genre-based approach can be implemented for the four English skills. The Genre-Based can help the students through the four stages which are started from building knowledge, modelling of text, join construction of text, and independent construction. These stages systematically order from the first to the last stage which can help the students think orderly. This systematic approach can help the students of Junior High School which they are in level of earlier or beginner. Therefore, this approach is modified in an English textbook which is implemented it Junior High School students.*

**KEYWORDS:** *Genre-based Approach, Book, Students Junior High School*

---

Date of Submission: 16-04-2018

Date of acceptance: 02-05-2018

---

### I INTRODUCTION

Teaching and learning English as a foreign language has an objective to access the students to have a competence in four skills of English which are listening, speaking, reading, and writing. Especially for Junior High School students, the level of their English competency is still in the beginning because they are still in the early English studying. It needs more attention to increase their English competency. Moreover, the important instruments are teaching method and textbook.

Having a good competence in English will help the students to challenge the new era of globalization. In order to make the students have a good proficiency in English, they should be taught using the appropriate method which can build their critical thinking and language skill. One of the approach that can help the students is Genre-Based Approach (GBA).

According to Richards (2006: 36), genre-based approach refers to the kind of approach that sees communicative competence as involving the mastery of different types of texts. Genre-based approach design is a main concern with what learners do in language; for example, what they do with whole texts in a context. It is supported by Feez and Joyce (1998: 4) who indicate that the genre-based approach is concerned with unit discourse of the texts. The objectives of the implementation of the genre-based approach are related to the use of whole texts in context.

Feez and Joyce (1998: 24) indicated that the approach of language learning from a text perspective that need a method to improve students' knowledge and skills toward productive skills (speaking and writing) relates to context of social. So, it can be proved by Krashen (2009: 15) who explains that in one of his hypothesis that a person needs to acquire competence before that person can produce something. This means that before teaching the productive skills, the teacher must teach the receptive skills first. In other words, the skills have to be ordered as listening-speaking and reading-writing. The cycles of teaching and learning activities in genre-based approach consist of four stages. Here are those stages in cycle of genre-based approach according to Hammond et al (1992: 17) can be seen in the following diagram:<sup>1</sup>

---

<sup>1</sup>Applied Linguistics student of Graduated School, Yogyakarta State University, Indonesia, [kurniaindrayanti92@gmail.com](mailto:kurniaindrayanti92@gmail.com).

<sup>2</sup>Applied Linguistics lecturer of Graduate School, Yogyakarta State University, Indonesia, [jkp\\_yknowo@yahoo.com](mailto:jkp_yknowo@yahoo.com).

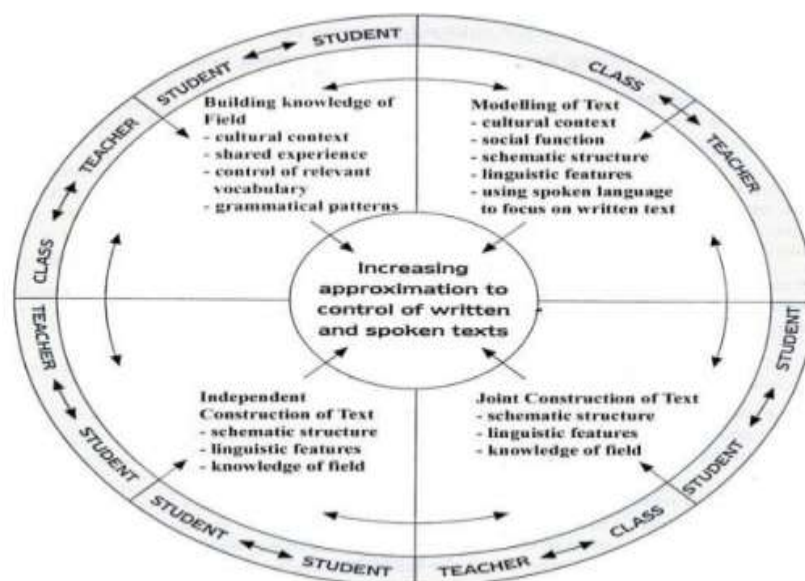


Figure 2: Cycles and Stages of Learning in Genre-based Approach

Each of these stages contains numbers of activities. They are useful to introduce a new genre firstly. The teachers can begin in stage one-Building Knowledge of the Field (BKoF), stage two-Modelling of Text (MoT), stage three-Join Construction of Text (JCoT), and stage four-Independent Construction of Text (ICoT).

In addition, a textbook is also the supported instrument to help the student to master the English. An English textbook should provide sources that help the students to develop their English ability. *Holding the World* is a textbook that is implemented in a junior high school level in Yogyakarta. This book modify the Genre-Based as the approach in designing.

*Holding the World* is a textbook using the Genre-Based approach. This book consist of four stage in genre-based approach which are schema building knowledge, modelling of the text, join construction of text, and independent construction of text. The approach is chosen in this book because of the systematic system or order in this approach. The four steps of genre-based approach can be applied perfectly in the *Holding the World* of book.

This book consists of six units. In the first unit, the title is "Good Morning Zahra, How Are You?". The students are expected to be able to greet and leave-take, understand the specific information in a message, read a message, and write a message. Unit 2 is entitled "Thank you, Nadia". From the title, it can be seen that the students are expected to be able to mention the expressions of thanking and apologizing. There are also some texts such as memo that the students have to understand the specific and detail in it. Then, they are expected to be able to write their own memo. The title of unit 3 is "I Will Introduce Myself". In this unit, the students are expected to be able to introduce themselves and others. Then, to learn about reading and writing, they will be given some texts about personal identity. In that case, they have to understand about identity and personal identity cards. In the end, they are expected to write a text of identity and personal identity cards. "Today is Wednesday" is the title for unit four. In this unit, the students are guided to learn about the times. They are expected to learn about days, months, years, and times. To follow, some tasks of daily activities are made to help them learn in a real-world situation. Moreover, the students are also expected to understand about announcement texts. The aim is to make them not only be able to read about the text, but also to write or create their own announcement. The title in unit five is "Can I Have One, Please?". In this unit, the students are directed to learn about things and buildings around them. The language functions contained in this unit are asking and giving something and information. Moreover, there are some tasks to make them understand about prepositions of place and numbers of objects. The last unit is unit six with the title "It is a Beautiful House". Similar to unit five, in this unit the students are expected to learn things around them, specifically things in their house. This unit provides more explanation about descriptive texts. Therefore, lots of tasks and activities are description that the students later will have to learn, both how to express it and to write it.

## II METHODOLOGY

This research is a descriptive qualitative. It aims to get the students' perception in using the *Holding the World*. This research takes place in SMP Negeri 9 Yogyakarta. The participants of this research are the

students in class VII B. There are 32 participants in this class. In collecting the data, the students are asked to fill in the questionnaire.

### III FINDING AND DISCUSSION

The questionnaire consisted of 40 questions and was categorized into 4 aspects namely contents, language use, graphic, and book appropriateness in order to determine students' perception of using the Genre-Based Approach. The result of the questionnaire can be seen on the following table.

**Table 1. Students' Perception toward Genre-Based Textbook**

The Students of	Materials		Activities	Language Use	Graphic
	Total Score	Mean	Total Mean Score	Total Mean Score	Total Mean Score
SMP Negeri Yogyakarta	9	3.67	3.35	3.51	3.45

Table 1 above shows the students' perception in using the English genre-based textbook in learning in English. All the aspects of book contents above are answered very good by the 0 students. The determining of the score which includes into a very good category is based on the following table.

**Table 2. Interval Values**

Scale	Categories	Equivalent	Interval of the mean Values
1	Bad	Strongly Disagree	1.00 – 1.75
2	Fair	Disagree	1.76 – 2.51
3	Good	Agree	2.52 – 3.27
4	Very Good	Strongly Agree	≥ 3.28

Based on the table 2 above, it shows that the interval mean score for very good category is higher than 3.28. The mean of students' perception that is measured from table 1 is 3.50. It means that the interval is higher than 3.28 which is included into the very good category. This implies that the students are interest and appropriate with the students of SMP Negeri 9 Yogyakarta.

### IV CONCLUSION

The students' perception toward the use of a genre-based approach which named *Holding the World* is effective for the students, especially for junior high school. In the implementation of the book in the classroom, the students are enthusiastic in learning the English. The book is create systematically following the stages of genre-based approach which affect students' critical thinking and language skill. In addition, this book can be used in level of junior high school because it is designed based on their level of English competencies.

### REFERENCES

- [1]. Feez, S & Joyce, H. (1998). *Text-based syllabus design*. Sydney: Macquarie University
- [2]. Hammond, J., et al (1992). *English for social purpose: a handbook for teachers of adult literacy*. Sidney: National Centre for English Language Teaching and Research.
- [3]. Krashen, S. (2009). *Principles and practice in second language acquisition*. California: Pergamon Press.
- [4]. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

Kurnia Indrayanti. " Students' Perception of Learning English Using a Genre-Based Approach Book at Junior High School." *International Journal of Humanities and Social Science Invention (IJHSSI)* 7.04 (2018): 79-81.