

**THE IMPLEMENTATION OF GENRE BASED APPROACH  
BY THE TEACHER AT MTs NEGERI 1 PLUS RISET  
MANADO**

**THESIS**

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching  
English



Composed by :

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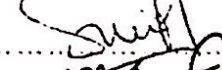
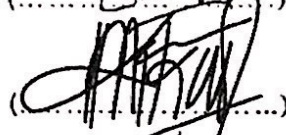
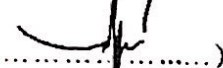

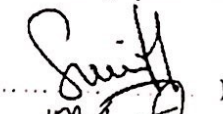

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**ENGLISH EDUCATION STUDY PROGRAM  
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## THESIS RATIFICATION

The thesis entitled "*The Implementation of Genre Based Approach by the Teacher at MTs Negeri 1 Plus Riset Manado*" compiled by Afiyah Fitriani Putri Yusuf with student registration number 1926008, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on August 9<sup>th</sup> 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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## ABSTRACT

Afiyah Fitriani Putri Yusuf. (2023). *The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado, English Education Study Program, the Faculty of Tarbiyah and Teacher Training, IAIN Manado.*

The present study aims to find out the implementation of the Text-Based Approach (TBA) by teachers. The research methodology employed in this present study was the descriptive qualitative method. The participants of this study were 32 students and 1 English teacher at the grade VII-A *Taksifi MTs Negeri 1 Plus Riset Manado*. The data collection was conducted through observation, interview, and documentation. The data analysis was conducted following Miles and Huberman's model that included data reduction and display, conclusion drawing, and verification. Based on the findings and discussion, the researcher concluded that the studied English teacher implemented the text-based approach in line with the four phases of TBA developed by Rothery (1996), which consisted of *Building Knowledge of The Field, Modelling, Joint Construction, and Independent Construction*. After the learning phases, students could write descriptive texts about given objects.

**Keywords:** Text-based Approach, teachers



## ABSTRAK

**Afiyah Fitriani Putri Yusuf. (2023). *The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado*, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Manado.**

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan dari pendekatan berbasis teks oleh guru. Metodologi penelitian yang digunakan pada penelitian ini adalah kualitatif deskriptif. Partisipan dalam penelitian ini adalah 32 siswa dan 1 guru Bahasa Inggris kelas VII-A Taksifi MTs Negeri 1 Plus Riset Manado. Pengumpulan data dilakukan melalui lembar observasi, lembar wawancara, dan dokumentasi. Data dianalisis melalui prosedur yang sederhana oleh Miles dan Huberman, yaitu reduksi data, penyajian data, dan penarikan kesimpulan serta verifikasi. Berdasarkan temuan dan pembahasan penelitian, peneliti menyimpulkan bahwa guru tersebut menerapkan pendekatan berbasis teks sesuai dengan empat tahap yang dikembangkan oleh Rothery (1996), yaitu membangun pengetahuan siswa (*Building Knowledge of The Field*), guru menjelaskan materi (*Modelling*), siswa menerapkan hasil pembelajaran secara berkelompok (*Joint Construction*), dan siswa menerapkan hasil pembelajaran secara individual (*Independent Construction*). Setelah pembelajaran, siswa bisa menulis deskriptif teks tentang objek yang diberikan.

**Kata Kunci: Pendekatan Berbasis Teks, Guru.**

## **PERNYATAAN KEASLIAN SKRIPSI**

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Manado, 9 Agustus 2023

Penulis

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The Researcher,

**Afiyah Fitriani Putri Yusuf**

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## CHAPTER I INTRODUCTION

### A. Background of Study

Education in Indonesia currently uses the *Merdeka Belajar Kampus Merdeka (MBKM)* Curriculum. *Merdeka Belajar Kampus Merdeka* consists of two concepts in a program, they are *Merdeka Belajar* and *Kampus Merdeka*. *Merdeka Belajar* is a new policy program from the Ministry of Education and Culture of the Republic of Indonesia mandated by the ministry, Nadiem Makarim. The transformation of education through the *Merdeka Belajar* policy is one of the steps to realize Indonesian Superior Human Resources who have a Pancasila Student Profile.<sup>1</sup> To align with the interpretation of “*Merdeka Belajar*” the teacher gives freedom to express their thought and creativity in the learning process. Also in teaching English, the teacher can use an approach which will train and develop student’s abilities.

Nowdays, the education in Indonesia increasingly advanced supported by sophisticated technology. To suit the times, at the junior high school the teacher began to train and develop the students’ intellectuality by letting them to express themselves in learning. In that way the students are free to think creatively. Regarding this, the researcher found a hadith as follows:

عَنْ ابْنِ عُمَرَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تَفَكَّرُوا فِي  
آلَاءِ اللَّهِ وَلَا تَفَكَّرُوا فِي اللَّهِ

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<sup>1</sup> Rendika Vhalery, Albertus Maria Setyastanto, and Ari Wahyu Leksono, “Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur,” *Research and Development Journal of Education* 8, no. 1 (2022): 185, <https://doi.org/10.30998/rdje.v8i1.11718>.

*Translation:*

*From Ibnu Umar, he said “Rasulullah SAW said, think about Allah's creation and don't think about His essence.” (Hadith narrated by Ath-Thabrani).*

In this hadith, the Prophet Muhammad SAW, encouraged us to think as freely as possible, as long as it is in the area created by Allah, the universe. However, due to limited reason, Allah forbids thinking about His Essence, because it will cause mistakes and damage.<sup>2</sup> That is because we as humans have limitations which if we cross the limit it will only have a bad impact on ourselves.

Based on the hadith above, genre based approach also let the students to think as freely as possible about a text. Then it will build the students' intellectuality, curiosity, and their critical thinking about the text. Genre Based Approach is one of the approaches that are used in English teaching. Hyland states that Genre Based Approach is a teaching approach that focuses on mastering knowledge of language and its proper use and aims to enable students to achieve the goal of using language effectively and systematically by linking language and context.<sup>3</sup> This approach helps improve students' language and communication skills through writing, reading, listening, and speaking activities.

Writing is one of the important skills which should be mastered by students. Hammer cited in Onozawa stated that writing skill has finally been recognized as an important skill for language learning.<sup>4</sup> In language learning the students must know how to write the target language. It will be difficult

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<sup>2</sup> Umar Bukhari, *HADIS TARBAWI (Pendidikan Dalam Perspektif Hadis)* (Jakarta: AMZAH, 2012). P.57

<sup>3</sup> Emi Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris* (Bandung: Kiblat Buku Utama, 2016). P.15-16.

<sup>4</sup> C. Onozawa, *Genre in the Language Learning Classroom* (Michigan: University of Michigan Press, 2010).

for the students if they do not know how to write the target language. A writer should think such as what the topic is, what messages that they want to tell to the reader, and what kind of text they want to write. In Genre Based Approach, writing is a skill that covers several types of texts, such as descriptive, narrative, and recount text.

There are several types of text that are taught using Genre Based Approach to Junior High School students. They are descriptive texts, recount texts, procedure texts, narrative texts, exposition texts, discussion texts, news texts, explanation texts, and report texts. In this research the researcher focuses on descriptive texts. Descriptive text is a type of text whose purpose is to give information. The context of this type of text is description of particular thing, animal, person, or others.<sup>5</sup> Descriptive text is a text that is commonly used in teaching English, because this type of text can cover many forms of language activities.

Based on the pre-observation that the researcher did at *MTs Negeri 1 Plus Riset Manado*. The English teacher uses this approach when she is teaching texts. By using Genre Based as an approach, and Text-Based as a method to teach descriptive text, the students can learn all the four skills of English.

## **B. Limitation of Study**

This research was conducted at *MTs Negeri 1 Plus Riset Manado*, in even semester in the academic year of 2022/2023. The researcher did the research from May until June of 2023. The researcher chose grade 7<sup>th</sup> to do this research. The reason that the researcher chose 7<sup>th</sup> A Taksifi class to do this research is because this class is an intensive class, the researcher wants to see whether in this class the implementation of the learning approach is

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<sup>5</sup> L. Gerot and P. Wignell, *Making Sense of Functional Grammar* (Sydney: Antipodeon Educational Enterprises (AEE) Publishing, 1994).

carried out correctly. There are eleven classes in grade 7<sup>th</sup>, consist of nine regular classes and two taksifi classes (taksifi class is a class with students who have a high achievement). The researcher chooses class A from taksifi classes to do this research, because the teacher implemented the Genre Based Approach to teaching English in this class. There are 32 students in this class. The teacher taught to write a text by using Genre Based Approach and focus on writing descriptive texts.

### **C. Research Question**

Based on the background of the study, there is a problem to be identified pertaining to the approach as used by teachers in teaching writing. The problem is how is the implementation of Genre Based Approach by the teacher through teaching writing descriptive text?

### **D. Objectives of The Study**

The study is carried out to meet the objective of identifying how the teacher implement the Genre Based Approach in teaching writing descriptive text.

### **E. Benefits of The Study**

The researcher expects this study will give some contribution in the quality of English language teaching. There are three significant contributions can be harvested from this study.

First, to the English teacher. This study can help the English teacher to reviewing what needs to be improved in the learning process. as well as helping the English teacher to find out how the implementation suggested by experts.

Second, to the students. This study can help the students to get better learning, which they will be able to improve their writing skill. Also, the students can be easier to understand the material.

And lastly to the other researcher. This study can be the starting point or reference to other researcher.

## **F. Definition of Key Terms**

### 1. *Genre Based Approach*

Genre based approach is a teaching approach that focuses on mastering knowledge of language and its proper use and aims to enable students to achieve the goal of using language effectively and systematically by linking language and context.<sup>6</sup>

### 2. *Writing*

Writing is an important skill that must be mastered by students in language learning.<sup>7</sup> Writing is an activity that requires a thinking process before writing something.

### 3. *Descriptive texts*

Descriptive text is one of several types of texts that should be taught to students. It is a text that describe a particular thing to give an information about it.<sup>8</sup>

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<sup>6</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.15-16

<sup>7</sup> Onozawa, *Genre in the Language Learning Classroom*.

<sup>8</sup> Gerot and Wignell, *Making Sense of Functional Grammar*.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Genre Based Approach

The theory of genre based approach is developed by Martin which is relate to the theory of SFL (Systematic Functional Linguistic) that is developed by Halliday. He states that generally language has three functions, they are:

1. Language is used to convey ideas or thoughts.
2. Language is used to shows human relationship.
3. Language is used to create a cohesive and coherent text both orally and in writing to achieve communication goals.<sup>9</sup>

According to Hyland as cited by Emilia, the genre based approach is a teaching approach that focuses on mastering knowledge of language and its proper use and aims to enable students to achieve the goal of using language effectively and systematically by linking language and context.<sup>10</sup> The students should be taught various types of text that may encourage them to succeed in school and even in college. Text-Based learning is a learning that shows students' ability in writing and arranging texts. Obviously, the approach that should be used to teach the various types of text is genre based approach.

Emilia states that there are some key principles in genre-based instruction, they are:

- a. Emphasizing the importance of developing students' awareness that each text is a unique creation of a unique writer as well as relative to a particular group of people and particular context.

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<sup>9</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.15-16.

<sup>10</sup> Emilia. P.31.

- b. Considering learning language as a social activity. This requires dependence between students and society, which in this case can be friends, teachers, or other adults, including parents, who can help students achieve better learning. Through this principle it is expected that students learn languages, students learn through language, and students learn about language.
- c. Emphasizing that learning will work more effectively if the teacher explain in detail the competencies that expected to be mastered by students after the learning process.
- d. Telling the students that they are studying under the guidance of teacher within the framework of apprenticeship.
- e. Believing that grammar instruction is an important part of guiding students to the knowledge of how language work.<sup>11</sup>

Genre based approach suggest a teaching procedure conducted through several steps including Building Knowledge of Field (BkoF), Modeling (MoT), Joint Construction (JCoT) and Independent Construction (ICoT).<sup>12</sup> To teaching types of text, the teacher should do these steps below systematically, in order to make the students easier to understand the different text.

#### 1. *Building Knowledge of Field*

This steps aims to build students' knowledge about the material, the teacher can use various types of techniques in this step, such as brainstorming, ice breaking, etc.

- 1) The teacher gives students a text that related to the material that will be taught.

Teacher can use this activity to teach reading, listening, or speaking to discuss the text.

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<sup>11</sup> Emi Emilia, *Pendekatan Genre-Based Dalam Pengajaran Bahasa Inggris. Petunjuk Untuk Guru* (Bandung: Rizqi Press, 2011).

<sup>12</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.38

- 2) The teacher gives students a text that related to the
- 3) material that will be taught.

Teacher can use this activity to teach reading, listening, or speaking to discuss the text.

- 4) The teacher asks students to read the text and then the teacher gives some questions based on the text.

From this activity the teacher can see students' ability in reading. In this activity the teacher can implement how to read a text.

- 5) Students identify the word that they are not understand in the text.

In this part the teacher can measure students' vocabulary mastery, also can teach them new vocabulary.

- 6) Students learn the other language skills, such as listening, related to the material that be taught by the teacher.

Teacher can read the text and the students should listen to it. After that, the teacher can ask the students what are they get from the text.

- 7) Speaking activity also can be entered in *building knowledge of field* step.

- 8) In this part the teacher can build the critical thinking of students with asking some questions, such as who is the writer, to whom the text is, why the writer write the text, etc.

## 2. *Modelling*

In this step the teacher is dominant because the teacher need to explain to students about the material. In modeling the teacher can demonstrate the text, from the general structure until the language features of the text. Also can shows to the students how to write that types of text.

- 1) Teacher explains the types of text (genre) that will be written by the students, include general structure, social function, and language features of the text.
  - 2) In this part teacher specifically explain the general structure of the text, and the function to support the text achieve the purpose.
  - 3) Teacher shows a text and explain, which one is the general structure and language features.
  - 4) Students are asked to read and answer the questions about the text.
  - 5) Teacher and students identify the general structure and language features of the text together.
  - 6) Students are given another text and the teacher asks students to identify the general structure and language features of the text individually.
3. *Joint Construction*

After explain about the material, the teacher needs to measure the students' comprehend about the text. This step is a step that the students will implement their comprehension and ability in writing the text that taught by the teacher.

They are two ways to do *joint construction* suggested by Derewianka as follows:

- 1) Teacher and students write a text. Teacher roles as a scribe or writer on the whiteboard. While the students suggests or say what that should teachers write about the text. Then the teacher write the statements that the students said on the whiteboard. During writing the text, the teacher write some word that wrong and correct it again to teach the student if writing can not be done once.
- 2) In this ways students are asked to make groups. The group members must consist of students with high, medium, and low

achievement. So the composition of each group must be evenly distributed. After that, the students are ask to work together write a text and be guided by the teacher.<sup>13</sup>

#### 4. *Independent Construction.*

This step more focus on students individually, students are asked to write the text that taught by the teacher individually. As suggested by the experts of SFL GBA (Callaghan and Rothery; Derewianka; Feez; Macken Horaik; Rothery) cited in Emilia, independent construction is carried out after students feel confident and confident in their understanding of the type of text and the topic to be written.<sup>14</sup> This step often referred to as exam or exercise. Teacher also can measure more detail about students' comprehension.

### **B. Concept of Writing**

Writing skill is an important skill for language learning. Writing is the one important skill from four skills which should be mastered by students. Brown states that “writing is considering process”.<sup>15</sup> In the other words, writing is a advanced work states by Bailey.<sup>16</sup> Writing so encourages thought and reflection, both of which aid in learning (Boscolo & Mason; Tynjala) cited by Ghufon.<sup>17</sup> Briefly, writing is an activity that requires a thinking process before writing something, which is the result of the thought already contain the purpose of the writing, and what message that the writer wants to convey to the reader. That’s why writing is called a progressive activity because when writing the writer is required to be progressive and produce something.

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<sup>13</sup> B. Derewianka, *Exploring How Text Work* (Newtown: PETA, 1990).

<sup>14</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.81

<sup>15</sup> H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addes on Wesley Longman, 2001).

<sup>16</sup> S. Bailey, *Academic Writing A Pratical Guide for Students*. (USA: Routledge Falmer, 2004).

<sup>17</sup> Ali Ghufon, *ACADEMIC WRITING: RESEARCH PAPER WRITING* (Yogyakarta: DEEPUBLISH, 2016).

In writing process, there are several steps that should be done by the writer. First, the writer should thinking, this step include choosing the subject, what kind of ways that used by the writer to developing the writing, and determine the writing strategy and its style. Second, after thinking the writer should do the writing process, which is mean the writer should write the ideas or thoughts. This step also known as drafting step. Last step is revising, the writer were asked to read again the writing and make sure there is no writing error. Writing is a complex activity, which the writer starts with selecting the words, then construct a sentences into a paragraph, and keep repeating the same process.

In order to teaching writing in school, the teachers also need to know what is writing and teaching. The way teachers teaching in the classroom really influence students learning in classroom. The more organized the lesson plan that is provided by teacher, it is make students easier to learn. Teacher must involve students actively in the writing process, to make students understand how to write. Writing will be one of the many activities that teachers offer students each day, and like any classroom activity it depends on effective classroom management skills for successful outcomes.

In teaching writing, teachers should consider students' age. Teachers also have to adjust the topic for students learning and what kind of text they will write. For example, if the students are junior high school students, teacher can start with ask the students to write about their daily activity, what are they like, or write about their holiday. In student' writing process, the teacher should help them in vocabulary or spelling, in order to prevent the student copy the other students' writing.

Most the English teachers are trained by studying a product: writing. What is the process we should teach? It is the process of discovery through language. It is the process of exploration of what we know and what we feel

about what we know through language. It is the process of using language to learn about our world, to evaluate what we learn about our world, to communicate what we learn about our world. Instead of teaching finished writing, we should teach unfinished writing, and glory in its unfinishedness. We work with language in action. We share with our students the continual excitement of choosing one word instead of another, of searching for the one true word. This is not a question of correct or incorrect, of etiquette or custom. This is a matter of far higher importance. The writer, as he writes, is making ethical decisions. He doesn't test his words by a rule book, but by life. He uses language to reveal the truth to himself so that he can tell it to others. It is an exciting, eventful, evolving process. This process of discovery through language we call writing can be introduced to your classroom as soon as you have a very simple understanding of that process, and as soon as you accept the full implications of teaching process, not product.<sup>18</sup>

There are some processes in writing, they are as following:

1. Prewriting

According to Hall, prewriting is freely exploring topics, choosing a topic, and beginning to gather and organize details before you write.<sup>19</sup> In Addition, Oshima and Hogue state that prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.<sup>20</sup>

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<sup>18</sup> Donald M. Murray, "Teach Writing as a Process Not Product," *Report No Pub Date 18* (1972): 3–6.

<sup>19</sup> P. Hall, *Writing and Grammar Communication in Action Ruby Level* (New Jersey: Upper Saddle River, 2001).

<sup>20</sup> Alice Oshima and Ann Hogue, *Writing Academic English: Third Edition* (London: Longman, 2007).

## 2. Drafting/Organizing

Hall states that drafting is getting your ideas down on paper in roughly the format you intend.<sup>21</sup> Oshima and Hongue argue the writing process is to organize the ideas into a simple outline.<sup>22</sup> The writer of our models wrote a sentence that named a topic and told the main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

## 3. Revising

Hall argues revising is correcting any major errors and improving writing's form and content.<sup>23</sup> Oshima and Hongue state the writer attacked the big issues of content and organization.<sup>24</sup>

## 4. Editing and Proofreading

Hall said that “editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics. They you develop good proofreading skills, each writing chapter offers a specific focus. Look at your draft with this suggested topic in mind.”

## 5. Publishing and Presenting

According to Hall, Publishing and Presenting is sharing your writing. The writing process gives you an overview of the strategies and techniques that are available to you as part of the writing process. Each of the chapters in the writing section will teach you strategies suited to specific forms of writing.<sup>25</sup>

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<sup>21</sup> Hall, *Writing and Grammar Communication in Action Ruby Level*.

<sup>22</sup> Oshima and Hogue, *Writing Academic English: Third Edition*.

<sup>23</sup> Hall, *Writing and Grammar Communication in Action Ruby Level*.

<sup>24</sup> Oshima and Hogue, *Writing Academic English: Third Edition*.

<sup>25</sup> Hall, *Writing and Grammar Communication in Action Ruby Level*.



There are also some aspects of writing, they are consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows:

1. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3. Mechanic

Mechanic is the use of the graphic convention of the language we have to pay attention the use of the punctuation and applying of the word of sentence. Function is very determiners whiter the writer can clear for the reader.

4. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

5. Style

Style means the choice of structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers. by seeing the opinion above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing better and understand by the reader.<sup>26</sup>

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<sup>26</sup> Diani Syahputri and Siti Masita, "An Analysis of the Students ' Error in Writing," *EduTech* 4, no. 1 (2018): 14–20.

Writing is the act of producing a first draft. It is the fastest part of the process, and the most frightening, for it is a commitment. When you complete a draft you know how much, and how little, you know. And the writing of this first draft rough, searching, unfinished may take as little as one percent of the writer's time. Rewriting is reconsideration of subject, form, and audience. It is researching, rethinking, redesigning, rewriting and finally, line-by-line editing, the demanding, satisfying process of making each word right. It may take many times the hours required for a first draft, perhaps the remaining fourteen percent of the time the writer spends on the project.<sup>27</sup>

Some of the implications of teaching process, not product, are for the composition curriculum.

1. The text of the writing course is the student's own writing. Students examine their own evolving writing and that of their classmates, so that they study writing while it is still a matter of choice, word by word.
2. The student finds his own subject. It is not the job of the teacher to legislate the student's truth. It is the responsibility of the student to explore his own world with his own language, to discover his own meaning. The teacher supports but does not direct this expedition to the student's own truth.
3. The student uses his own language. Too often, as writer and teacher Thomas Williams points out, we teach English to our students as if it were a foreign language. Actually, most of our students have learned a great deal of language before they come to us, and they are quite willing to exploit that language if they are allowed to embark on a serious search for their own truth.

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<sup>27</sup> Murray, "Teach Writing as a Process Not Product."

4. The student should have the opportunity to write all the drafts necessary for him to discover what he has to say on this particular subject. Each new draft, of course, is counted as equal to a new paper. You are not teaching a product, you are teaching a process.
5. The student is encouraged to attempt any form of writing which may help him discover and communicate what he has to say. The process which produces "creative" and "functional" writing is the same. You are not teaching products such as business letters and poetry, narrative and exposition. You are teaching a product your students can use now and at the future to produce whatever product his subject and his audience demand.
6. Mechanics come last. It is important to the writer, once he has discovered what he has to say, that nothing get between him and his reader. He must break only those traditions of written communication which would obscure his meaning.
7. There must be time for the writing process to take place and time for it to end. The writer must work within the stimulating tension of unpressured time to think and dream and stare out windows, and pressured time the deadline to which the writer must deliver.
8. Papers are examined to see what other choices the writer might make. The primary responsibility for seeing the choices is the student. He is learning a process. His papers are always unfinished, evolving, until the end of the marking period. A grade finishes a paper, the way publication usually does. The student writer is not graded on drafts any more than a concert pianist is judged on his practice sessions rather than on his performance. The student writer is graded on what he has produced at the end of the writing process.
9. The students are individuals who must explore the writing process in their own way, some fast, some slow, whatever it takes for them,

within the limits of the course deadlines, to find their own way to their own truth.

10. There are no rules, no absolutes, just alternatives. What works one time may not another. All writing is experimental.<sup>28</sup>

None of these implications require a special schedule, exotic training, extensive new materials or gadgetry, new classrooms, or an increase in federal, state, or local funds. They do not even require a reduced teaching load. What they do require is a teacher who will respect and respond to his students, not for what they have done, but for what they may do; not for what they have produced, but for what they may produce, if they are, given an opportunity to see writing as a process, not a product.

Writing is one of the most complicated aspects of language. It encompasses an array of intervening elements, and requires the utilization of several language tools ranging from mechanics to organization. However, writing primarily revolves around two main aspects: content and form. On one hand, the locus of writing involves a given topic to be explored and tailored in an organized fashion; the writer must not only have an idea (to recreate meanings presented) about a given topic, but also must have a good sense on how to present it in an authentic and witty manner.<sup>29</sup>

### C. Descriptive texts

According to Christie and Misson, the term text comes from the Latin word that means to weave. Text is defined as group of words or sentences woven together to create a single whole.<sup>30</sup> The term text is not just for the written text, but the concept of text in systematic functional linguistics, which is the basis of GBA, it refers to the use of written or spoken

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<sup>28</sup> Murray.

<sup>29</sup> Mahmoud F Suleiman, "The Process and Product of Writing: Implications for Elementary School Teachers," 2000, 2–11, <https://eric.ed.gov/?id=ED442299>.

<sup>30</sup> F Christie and R Misson, *Literacy and Schooling* (London: Routledge, 2000).

language (Fairclough; Fairclough and Wodak) as cited by Emilia.<sup>31</sup> Therefore, based on the definitions when someone write or speak, they should write and speak using the systematic structure from the beginning until the end. If a text (written or spoken) does not have a systematic structure, then the text will hang and the purpose and meaning is not clear.

There are several types of text (genres) that should be taught to students, they are descriptive, recount, procedure, narrative, exposition, discussion, explanation, news, and report text. This study focuses on teaching writing descriptive text. Garot and Wignell states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: people are well known.<sup>32</sup> In addition, descriptive text is a text that represent or describe peoples, animal, or an object whether it's shape, properties, amount, etc.<sup>33</sup> Oshima and Hongue state that descriptive writing appeals to the sense, so it tells how somethings looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>34</sup> The aims of this text is to give information about something or someone by represent or describe it.

By writing descriptive text students can create or re present something from their perspective, which is this kind of activities are very liked by junior high school students because they can imagine and convey or describe things from their perspective. According Gerot and Wignell, There are three considerations in writing a description. They are social function, generic structure, and language features.

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<sup>31</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.14

<sup>32</sup> Gerot and Wignell, *Making Sense of Functional Grammar*.

<sup>33</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.94.

<sup>34</sup> Oshima and Hogue, *Writing Academic English: Third Edition*.

### 1. *Social Function*

The social function of descriptive text is to describe particular people, animals, and other things.

### 2. *General Structure of Descriptive text.*

#### a. Identification

This section contains of the general statement or introduction of the object. The writer states something that will be described. This section is usually at the beginning of the text. For example, He is Jimin of BTS, Tiger is wild animal that lives in the wild, or Bunaken National Park is one of the world heritages located in North Sulawesi.

The functions of identification section is follows:

- 1) Introducing the topic.
- 2) Giving common information about the topic.
- 3) Showing what is described.

#### b. Description

This section contains a description of the object by describing its features, forms, colors, or anything related to the object. Writer can describe several aspects from the topic. For example if the writer will describe an animal, the writer can write the physical condition of the animal, their behavior, and what kind of food that they can eat. The function of description section is to giving a complete information about the topic that is described, which is the information divided into several parts. This section can be sorted from the most important or from the most general to the most specific information.

### 3. *Language Features of Descriptive text.*

An Example of Descriptive Text:

#### My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.<sup>35</sup>

Descriptive text also have language features to composed the text. There are several indicators to composed descriptive text, as follows:

a. Specific Participants.

It means descriptive text has a certain object, which is not a common and unique (only one). Such as My Friends or Bunaken National Park. Based on the text above, the specific participant is my mother.

b. The use of adjective.

Commonly, descriptive using adjective to clarify the noun. For example, Jimin is tall or Bunaken has a beautiful underwater view. For examples, She is short,

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<sup>35</sup> Syahputri and Masita, "An Analysis of the Students ' Error in Writing."

but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. The underlined word is an adjective word that is used to described the mother.

- c. Using simple present tense or simple past tense.

In writing descriptive text, the sentence pattern is used simple present or simple past tense to describe the object. Because descriptive text is a text that tells the fact of the object. For examples, she never stops to support me, she always tells me to not give up so easily, and she always gives me some fine solutions. That sentences using simple present tense to describe the mother.

- d. Using action verb.

Commonly in descriptive text using action verb to show an activity. For example, it is because people are born from her. The underlined word is an action verb that is used in the descriptive text above.

#### D. Previous Studies

Before composed the research, the researcher find some researchers who have done the research about genre based approach. First, a journal by Widya Syafitri, with the title “*The Implementation of Genre Based Approach in Teaching Writing at SMA 4 Solok*”.<sup>36</sup> The similarities between this previous study and this research are, used qualitative descriptive as a method and see the implementation of genre-based approach by the teacher. The differences are the previous studies conducted in senior high school,

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<sup>36</sup> Widya Syafitri, “The Implementation of Genre-Based Approach in Teaching Writing at SMA 4 Solok,” *Journal Polingua: Scientific Journal of Linguistic Literatura and Education* 5, no. 2 (2018): 60–66, <https://doi.org/10.30630/polingua.v5i2.39>.



and this study is going to be applied at junior high school. Besides, the previous study is using all of the *MGMP* teachers as the respondents and this study only used one teacher as a respondent.

Second, it is a journal by Achmad Fanani, entitled “*The Implementation of Genre-Based Approach in Teaching Writing*”.<sup>37</sup> In common, both of this research looks at how the teaching of writing uses a genre-based approach. While the difference is the user of genre-based approach in the previous study is the university students and this research is junior high school students, grade 7<sup>th</sup>.

Third, is a research article by Putu Ngurah Rusmawan, entitled “*Genre Based Approach to Teach Writing Descriptive Text*”.<sup>38</sup> The equalities, both of the studies used 7<sup>th</sup> grade of junior high school as the object and chose descriptive text as the material. The difference is the previous study is not focus on the four steps in genre-based approach, but how the effectiveness of using genre-based approach in teaching writing. While the focus of this study is whether the teacher implements genre-based approach in accordance with the 4 steps in genre-based approach.

Next is a research article by Lailatul Hidayah, Budi Setyono, and Zakiyah Tasnim, entitled “*The Implementation of Genre Based Approach in the Teaching of Writing at SMPN 7 Jember*”.<sup>39</sup> The similarities, both of the studies are use qualitative descriptive as a method and junior high school students as the user of genre-based approach. Besides, the differences are

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<sup>37</sup> Achmad Fanani, “The Implementation of Genre-Based Approach in Teaching Writing By a University Teacher in Jombang,” *Jurnal Smart* 4, no. 2 (2018): 132, <https://doi.org/10.26638/js.700.203x>.

<sup>38</sup> Putu Ngurah Rusmawan, “Genre Based Approach to Teach Writing Descriptive Text,” *JEES (Journal of English Educators Society)* 2, no. 2 (2017): 119–34, <https://doi.org/10.21070/jees.v2i2.875>.

<sup>39</sup> Lailatul Hidayah, Budi Setyono, and Zakiyah Tasnim, “The Implementation of Genre Based Approach in the Teaching of Writing at SMPN 7 Jember,” *Proceeding of the Workshop on Intercultural Communication*, 2017.

the previous studies takes eighth and ninth grade students as the object, while this research only takes seventh grade students. In addition, it focused in three types of genre (descriptive, report, and procedure texts), while this study focused in one type of genre, it is descriptive text.

The last, a thesis by Nurvita Sari Musdiani Silalahi, entitled “*The Implementation Of Genre-Based Approach In Teaching Writing Text For Tenth Grade At SMA Yayasan Pendidikan Mulia*”.<sup>40</sup> The similarities, both studies used qualitative descriptive as the method and see how the teacher taught writing using genre-based approach. Aside from it, the difference is the previous study had 5 steps in implementing genre-based approach. Which this study has 4 steps in implementing genre-based approach.

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<sup>40</sup> Nurvita Sari Silalahi and Masitowarni Siregar, “The Implementation of Genre-Based Approach in Teaching Writing Text for Tenth Grade At Sma Yayasan Pendidikan Mulia,” *REGISTER: Journal of English Language Teaching of FBS-Unimed* 10, no. 1 (2021): 11, <https://doi.org/10.24114/reg.v10i1.24670>.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher used qualitative descriptive as the research design. Bogdan and Taylor in Moleong argue that qualitative methodology is a research procedure which produces descriptive data in the form of written or spoken words from people and their observed behaviour.<sup>41</sup>

According to Bogdan and Biklen in Sugiyono, the characteristics of qualitative research are:

1. In qualitative research the natural setting as the direct data source and the researcher as the key instrument.
2. The data collected in qualitative research is in words of picture format rather than number and it is descriptive.
3. Qualitative research accentuates the process rather than the result or product.
4. “meaning” is important to the qualitative research.<sup>42</sup>

Based on several definitions stated by some experts, the conclusion qualitative research is research that is used to observe people and their activity. The result of it is represented by words and made a description. To obtain the data for this research, the researcher did an observation during the class, to see how the teacher implemented the Genre Based Approach in teaching English. According to the characteristics of qualitative research that stated by Bogdan and Biklen, this research fit to the point 2 and 3. The way this research fit the point 2 is the data collected using observation and interview, which the data in word of pictures format and it is descriptive. To

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<sup>41</sup> J. Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2004).

<sup>42</sup> Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2005).

fit the point 3, this research focuses on how the teacher implements the genre based approach, it means this research accentuates the process rather than the result.

## **B. Research Setting**

This research was conducted at *MTs Negeri 1 Plus Riset Manado* in even semester at academic year of 2022/2023. The researcher did the research start on Tuesday, May 23<sup>rd</sup>, until June, 13<sup>th</sup>, 2023. The researcher utilized an English teacher as the person who is implementing the Genre Based Approach to the students. The teacher implemented it at grade 7th, class A. There are 32 students in this class.

## **C. Data Collection**

To collect the data, the researcher used observation, interview, and documentation. The respondent of this research is the teacher who applied the genre-based approach in the class, and the students as the user of the genre-based approach.

## **D. Research Instrument**

Research instruments are measurement tools designed to acquire data on a concerned topic from research subjects. In this case, the researcher used an observation sheet, interview guide sheet, and documentation list.

### *1. Observation sheet*

In this research, the researcher used an observation sheet and all of her senses to watch the teacher and the students during the class. The observation sheet contains the steps for implementing the Genre Based Approach, such as how the teacher opens the class, and how the teacher teaches the class. The researcher observed the teacher when implementing the genre-based approach and the students' reaction during the class

## 2. *Interview guide sheet*

In this research, the researcher asked 9 questions to the teacher that is used Genre Based Approach during the class. The purpose of this interview is to verify the data obtained from the observation. The researcher is interviewed 15 students from the class and asked 6 questions to the students. The researcher composed the questions based on the steps of genre based approach according to Rothery (1996), that implemented by the teacher.

## 3. *Documentation list*

Documentation is a way to collect the data in qualitative research. In this case, the documentation that took by the researcher is the video of the teacher teaching in class, the teacher's lesson plan, the descriptive text used by the teacher, and a sample descriptive text produced by students.

### **E. Data Analysis Techniques**

To analyze the data, according to Miles and Huberman, they use a simple analyzing procedure, both of them use the term data reduction, data display, and conclusion drawing or verification.<sup>43</sup> Thus, the researcher will use this techniques to analyze the data.

#### 1. *Data Reduction*

The data that will be reduced are observation and interview data. To reduce the data, the researcher transformed the data from a video during the class and interview audio into a transcription. After that, the researcher focused the transcription to the theme and reduce all the unrelated information.

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<sup>43</sup> M.B. Miles and A.M. Huberman, *Analyzing Qualitative Data: A Source Book for New Methods* (Beverly Hills: Sage, 1984).

2. *Data Display*

After reducing the data, the researcher will display the data with a descriptive data.

3. *Drawing Conclusion and Verification*

From the data display, the researcher made a conclusion and verifies the data.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The purpose of this research is to answer the research question; how does the implementation of a genre-based approach through teaching writing descriptive text? Based on the research the researcher found the following things.

##### **1. Observation**

The researcher found that the teacher makes the lesson plan by herself. The lesson plan consists of four steps related to the genre-based approach, they are building knowledge of the field, modelling, joint construction, and independent construction. The teacher taught the students related to the lesson plan that she made before.

The researcher used an observation sheet as the instrument. The teacher came to the class according to the lesson schedule, it is on Tuesday, and starts at 7.15 AM until 8.45 AM. The researcher did the research twice before the research proposal seminar and once after that. It is on Tuesday, May 23<sup>rd</sup>, 2023 at grade 7A Taksifi. When the teacher came, the president of the class guided the students to greet the teacher. Then the teacher asked one of the students to open the class by reading surah Al-Fatihah. After that, the teacher asked the students about the definition of descriptive text and the structure that she taught last week. Some of the students answered her, and she continued the lesson with gave the students brainstormed. She used an online game named Kahoot to do the brainstorming. The game builds students' knowledge by giving questions such as what place it is, what the Big Ben is, where is this building, where is this

monument, some questions like that. During the class, the students enjoyed the game, and make them get interested in the material. The teacher also builds the students' knowledge with show them an Eiffel picture and asking them to name the picture, also the things about Eiffel. Afterward, the teacher asked the students to access the link that she gave. The link directed the students to open an application on their phones, and that will show them the augmented reality of the Eiffel Tower. To give them a representation of how the shape, height, and size of the Eiffel Tower in reality. The students got excited with that application, which is make them get interested in the material, and also made them enjoy the class. Then, the teacher played a video describing the Eiffel Tower. The video duration is about six minutes but it described the details about the Eiffel Tower. When they are done watching the video, the teacher discussed with the students what are they get from the video. After that, the teacher gave a text to the students which is the facts about Eiffel Tower. The teacher divided the students into several groups, then each group that was pointed out by the teacher will read the text. The teacher gave a task to the students to describe the Eiffel Tower and post it to a link named *Padlet*. At last, the teacher and students summarize the material together, then she asked one of the students to close the class by praying together. Briefly, the teacher did what she planned sequentially as in the lesson plan.

## 2. Interview

The researcher asked 9 questions to the teacher, it based on the steps of implementing genre-based approach. The result after interviewing the teacher, the teacher knew about the genre-based approach also the steps to implement it. The lesson plan made



by the teacher is according to the 4 steps, which are to make the students easier at learning English. While observed the class, the teacher did a modification in joint construction step. In this step, as suggested by Derewianka, the teacher must make the students write a text in groups. During the class, the teacher divided the students into groups to read a text, not write a text. Then the researcher verified the data obtained from the observation by asked the teacher what is the reason that the teacher did the modification. Besides, the teacher always finds a way how to make students interested in the material that she taught.

Firstly, the researcher asked the teacher how the way the teacher builds students' knowledge about the material. The teacher said *"relating to the topic we have been discuss with the students, it's all about describing a place, describing events. So how did I build the students' knowledge by presenting the material using audio-visual, and then ask them to engage in the activities, spoken activities or written activities to stimulate their knowledge to tell or describe in details, what they have seen or what they have read about. For example, Eiffel in Paris and Ramadhan as an event."*

Then the researcher asked the teacher, if during the class the students do not understand a word, how do you solve it. The teacher answered *"first of all, I ask them to use their online dictionary or introduce them first the word, how to pronounce it, and then try to give them the translation by the translation itself is done using English. So I mean they don't get the translation exactly or directly from English-Indonesian but I try to explain it using it."*

After that, the researcher curious about how the teacher measure students' vocabulary mastery. The teacher said

*“sometimes I use an online game like Kahoot, to practice the vocabulary they learn to make sure that whether they understood or not about the vocabularies. I also use learning apps that can make them comprehend about the vocabulary or use a text to make them internalize in their own way of speaking or writing.”*

Afterwards, the researcher asked the teacher how the teacher build students’ critical thinking about the text. The teacher told that *“I think it is important because in abad 21 the skill of critical thinking is very basic, so I think what I did to anchorage their curiosity, when they have the greater curiosity it will anchorage them to think critically. For example, I give them first the picture, ‘do you know about the picture?’ ‘have you ever seen the picture?’ and then tell them some prove about the picture. For example, some prove about the Eiffel in Paris, what they know about it, and then let them think in their own way of thinking. For example, if it is not inappropriate with our discussion I make sure to make it in a correct way.”*

The next, the researcher asked the teacher, after the teacher explaining about the text, how the teacher tests the students’ comprehension about the material. The teacher said *“telling about the assessment here, for example in a classroom in on going assessment, I use formative assessment in the form of like online quiz or they have to put some pictures and then give the caption or give the description of the picture and at the end of the semester and the end of the topic, we have a summative test in the form of reading comprehension test.”*

Then the researcher asked the teacher about the joint construction steps. The researcher asked if the teacher will divide the students into several groups, how the teacher make each group has balanced composition, which is as we know the

students in taksifi class are the students with high achievement. The teacher answered *“from their progress that I have record before, I mean I’ve been teaching grade VII-A for the last nine months, so I have recorded all the progress, all the grades. That’s why I know this group belong to the fast learner group, moderate, and slower learner that need pendampingan.”*

After that, the researcher asked the teacher if the teacher have any difficulty while using genre-based approach in teaching. The teacher said *“I think the students’ motivation, we have to be aware of their motivation and then just arrange the classroom or manage the classroom as fun as possible for the students. Because when they get motivated with the learning, I think they will enjoy the classroom and the activity after that will run smoothly.”*

Afterwards, the researcher asked the teacher would the students easier to understand the material if the teacher using genre-based approach in teaching. Then, the teacher answered *“yes, I am sure. Because it has specific stages, and it is clear from one stage to the other stages, and make me easier to organize the learning process. Because it has clear stages from building knowledge of the field, model of the text, dan sampai pada evaluation.”*

The last, the researcher asked the teacher in the steps of genre-based approach, there is a step named joint construction, which in this step the teacher should make the students work in groups to make a text. But the teacher divided the students to read the text, the researcher asked the teacher’s reason. The teacher said *“yes, because I already taught them about the definitions and structure of descriptive text last week. From the*

*result, they already understand about it, so that's why this week I focus on their reading skill.*"<sup>44</sup>

After interviewed the teacher, then the researcher interviewed the students. The researcher asked 6 questions to the students, and ask a half from the class to be the source person. The researcher interviewing the students because the students are the user of genre-based approach. The result of interviewing the students is the teacher build the students' knowledge through give the students introduction that related to the material. This is made the students easier to accept the new material that given by the teacher. As stated by Sitti Ibrahim a student from VII-A Taksifi, she said *"Iya, ma'am Yuyun selalu memberikan pengenalan materi dahulu, dan pengenalan materi yang diberikan ma'am Yuyun sesuai dengan materi"*.<sup>45</sup>

The researcher also asked the students how is the teacher's explanation about the material, it is clear enough for the students, or not. Salsabilah N. Masloman stated *"Menurut saya, penjelasan yang diberikan oleh Ma'am Yuyun mudah untuk dimengerti siswa, Ma'am juga banyak menggunakan contoh yang ada pada kehidupan sehari-hari"*.<sup>46</sup> According to the students, the explanation given by the teacher being acceptable because the teacher give example to the students using the daily activity or something around the students, so the students can be easier to understand the material. Which means the teacher did the modelling step well.

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<sup>44</sup> Results of interview with the English Teacher of VIIA Taksifi, YAR in teachers room at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>45</sup> Results of interview with the students of VIIA Taksifi, SKKPI in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>46</sup> Results of interview with the students of VIIA Taksifi, SNM in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

After that, the researcher asked the students how the way the teacher divides the students into groups, because it is part of joint construction step. Dania Fauzi Minabari said *“menurut saya, ma’am Yuyun membaginya dengan adil. Ada yang pintar, ada yang kreatif, dan ada yang inisiatif. Jadi satu kelompok itu kompak karena seimbang.”*<sup>47</sup> the teacher usually divides the students into groups equally, if the teacher follows the joint construction step as suggested by Derewianka, the groups’ criteria is related to it.

Afterwards, the researcher asked the students if the task that given by the teacher related to the material. As we know in implementing genre-based approach there is a step named independent construction. In this step the students must produce a text, which means it is the result from what the students have learn. *“ya, karena setiap materi yang diberikan ma’am Yuyun juga akan memberi tugas, tapi sebelum dikerjakan ma’am Yuyun menjelaskan terlebih dahulu cara menjawab tugas tersebut”* it stated by Rabiah A. F. Waskito<sup>48</sup>. That is prove that the teacher gives a homework to the students related to the material that the teacher taught before.

Last, the researcher asked the students how the student’s respond of the way the teacher’s teaching, and Muhammad Farezi Noh said *“cara mengajar ma’am Yuyun mudah dipahami. Kan itu toh pertama ma’am tanya. Kalo so itu, ma’am bekeng game deng quiz tentang materi itu. Jadi asik deng gampang mengerti.”*<sup>49</sup> The

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<sup>47</sup> Results of interview with the students of VIIA Taksifi, DFM in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>48</sup> Results of interview with the students of VIIA Taksifi, RAFEW in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>49</sup> Results of interview with the students of VIIA Taksifi, MFN in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

students enjoyed the class, the way the teacher's teaching make the students get motivated and also interested to learn the material.

### 3. Documentation list and the result

The researcher took several documentations for this research, they are as following:

#### a. Teacher Lesson Plan

The lesson plan made by the teacher itself. The lesson plan divided into three parts, they are opening, main, and closing. The three parts consists of four steps according to the genre-based approach, they are building knowledge of the field, modelling, joint construction, and independent construction.

#### b. Students Task

The teacher gave a task to the students to read a text. Which it is to evaluate their comprehend about descriptive text by group. This is related to the joint construction step in genre-based approach.

#### c. The samples the result of student's task given by the teacher

Before the teacher end the class, the teacher asked the students to write a descriptive text about Eiffel Tower and post it on Padlet. It is related to the independent construction step in genre-based approach. Which it is to evaluate student' comprehend individually about descriptive text.

#### d. Documentation of Observation

The picture in the appendices taken by the researcher during the class, when the researcher observing on Tuesday, 23<sup>rd</sup> May 2023, at grade 7A Taksifi. It is when

the teacher brainstormed the students using an online game Kahoot and when the teacher played a video that is describing the Eiffel Tower.

## **B. Discussion**

The teacher makes the lesson plan to teaching by herself. The teacher taught the students related to the lesson plan that the teacher made before. Before the teacher started the lesson, the president of the class guided the students to greet the teacher. After that, the teacher asked one of the students to open the class by reading surah Al-Fatihah. The lesson plan consists of the four steps that according to Emilia, as suggested in the 2004 English Curriculum in Indonesia, the steps in the genre-based approach consist of Building Knowledge of the Field, Modelling, Joint Construction, dan Independent Construction. The four steps are developed by Rothery (1996).<sup>50</sup>

The first step is Building Knowledge of the Field, at this step, the teacher did some stuff to build students' knowledge, such as at the beginning of the class, the teacher asked the students about the definition and structure of the descriptive text that she taught last week. After that, the teacher used an online game named *Kahoot* to brainstorm (see at appendix IX). The games showed a picture such as a place, monument, etc. It is like a quiz, and the students will choose the correct answer. The researcher took a documentation during the class when the students played it. When the students choose the correct answer, actually they already know which is the correct description for the picture. Furthermore, the teacher showed them a picture of the Eiffel Tower and asked them to name the picture, also say things about the Eiffel Tower. Then, the teacher gave them a link that will direct them to an application on their phones. The application can show them the augmented reality of the Eiffel Tower. Using brainstorming to

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<sup>50</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.37

introduce the material to build students' knowledge make the students easier to accept the material, as stated by Sitti Ibrahim a student from VII-A Taksifi, she said *"Iya, ma'am Yuyun selalu memberikan pengenalan materi dahulu, dan pengenalan materi yang diberikan ma'am Yuyun sesuai dengan materi"*.<sup>51</sup> Comparing to the theory by Feez, and Gibbons as cited in Emilia, as the name, this step is intended to build students' knowledge or background knowledge regarding the topic to be written.<sup>52</sup> It means the introduction given by the teacher related to the material that taught by the teacher. The teacher did the building knowledge of the field appropriate to what was written in the lesson plan.

The second step is Modelling, in this step the teacher's role is more dominant because she is required to demonstrate the text that will be taught. Firstly, the teacher explains the steps or the schematic structure of the text and its function to support the text to reach the goal. As stated by the teacher in the interview session, the teacher said *"So how did I build the students' knowledge by presenting the material using audio-visual, and then ask them to engage in the activities, spoken activities or written activities to stimulate their knowledge to tell or describe in details, what they have seen or what they have read about"*.<sup>53</sup> The teacher using audio-visual to motivate and make the students interested to the material. As the documentation that the researcher took during the class, the teacher playing a video about Eiffel Tower. In this modelling step, because the teacher already taught the students about the definitions and structure of the descriptive text last week, at that moment the teacher played a video that explain the Eiffel Tower. The video describes the Eiffel Tower clearly, starting with the history, then the details of the Eiffel Tower. After they watched the video, the teacher and

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<sup>51</sup> Results of interview with the students of VIIA Taksifi, SKKPI in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>52</sup> Emilia. P.46

<sup>53</sup> Results of interview with the English Teacher of VIIA Taksifi, YAR in teachers room at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.



students discuss what important things are described about the Eiffel Tower in the video. The video makes the students easier to do the task of joint construction and independent construction.

Comparing to the theory stated by Callaghan and Rothery in Christie cited by Emilia this should be done using OHP (Over Head Projector), or LCD, a large poster, or on a whiteboard with a large chart, so the teacher can discuss it with the students.<sup>54</sup> As stated by Callaghan and Rothery that the teacher should be done this step by using OHP, the teacher did the modelling step using LCD, which is the same with OHP but LCD can show colours not just black and white. The use of LCD makes the teacher more creative and innovative in using technology to explain the material to the students.

Third is Joint Construction, the teacher gave a text to the students which is the facts about the Eiffel Tower. The teacher divided the students into several groups, but the task that she gave to the students not about write a text. The teacher pointed out each group and asked them to read the text. When compared to the theory as suggested by Derewianka, there are two ways to do the joint construction; 1) the teacher and students write a text. Teachers' roles as a scribe or writers on the whiteboard. While the students suggest or say what should the teacher write about the text. 2) the students are asked to make groups and write a text.<sup>55</sup> The teacher did a modification in this step, which the teacher did divide the students into several groups, but the task that she gave to the students not about write a text. The teacher gave a text about facts of Eiffel Tower and pointed out each group then asked them to read the text. In the interview session, the researcher asked the teacher what her reason was not asking the students to write a text but asking them to read the text. *"because I already taught them about the*

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<sup>54</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.60

<sup>55</sup> Derewianka, *Exploring How Text Work*.

*definitions and structure of descriptive text last week. From the result, they already understand about it, so that's why this week I focus on their reading skill*".<sup>56</sup> The result shows that they already understand it, and she wants to focus on their reading skill this time. There is research that supported her statement, it is research conducted by Emilia and Emilia et al., as quoted in Emilia, it was found that students considered joint construction important, but it is taken time. To save time, if students already understand the organizational structure of the text being taught because they have studied it in the previous class, joint construction can be skipped.<sup>57</sup> The researcher took the document of students' task that they read as the documentation for this research.

The last step is Independent Construction, at this step, the teacher gave a task to the students to describe the Eiffel Tower based on the video they have watched and the text they read before. After that, the students should post it on *Padlet*. Amirah Naufa Nendiansyah stated "*Iya, ma'am tidak memberikan pr yang berbeda dengan materi yang diberikan di sekolah.*"<sup>58</sup> This is proof that the teacher gave tasks to the students related to the material that the teacher taught. Compared to the SFL GBA experts suggest (Callaghan and Rothery; Derewianka; Feez; Macken Hoaraik; Rothery) as cited in Emilia, independent construction is carried out after students feel confident in their understanding of the type of text and the topic to be written.<sup>59</sup> The teacher asked the students to describe the Eiffel Tower in order to make the students do not confuse and feel confident while doing the task and make the students easier to write a text, because this step more focus on students individually. The researcher took some samples of the

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<sup>56</sup> Results of interview with the English Teacher of VIIA Taksifi, YAR in teachers room at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>57</sup> Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris*. P.78

<sup>58</sup> Results of interview with the students of VIIA Taksifi, ANN in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

<sup>59</sup> Emilia. P.81

result of students' task, the result showed the students can write a descriptive text about Eiffel Tower appropriate with the material that taught by the teacher.

When the teacher using genre-based approach to teach types of text to the students, it makes the students easier to understand the material, and get motivated in the building knowledge of the field step. As stated by Dania Fauzi Minabari, "*menurut saya, selama ma'am Yuyun mengajar ma'am Yuyun berusaha sebaik mungkin agar siswa mengerti. Dengan cara bermain dengan Kahoot, ada juga dengan cara tebak-tebakan, speaking supaya lebih lancar dalam Bahasa Inggris, dan pengertian dalam materi*".<sup>60</sup> During the class, the students looked really excited to learn the material, the way the teacher taught the students also make the students enjoyed the class and does not feel any tense.

In brief, the teacher did the four steps of a genre-based approach to teaching descriptive text to the students. The teacher did the step building knowledge of the field, modelling, joint construction, and independent construction. The teacher did a compromise in the joint construction step, which the teacher asked the students to read a text not write a text. There is a research by Emilia et al, that supported this compromise, although it's not as suggested by Derewianka. Using genre-based approach as an approach to teach the type of text, make the teacher easier and more organized in making the lesson plan and teaching. Besides, the students being easier to understand the material, and get motivated at learning English.

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<sup>60</sup> Results of interview with the students of VIIA Taksifi, DFM in the classroom at MTs Negeri 1 Plus Riset Manado, May 23<sup>rd</sup> 2023.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings, the researcher concluded that the teacher has implemented the steps of GBA according to the theory. The teacher did the steps in order, beginning with building knowledge of the field, modelling, joint construction, and independent construction. The teacher did a compromise on joint construction steps, which in this step the teacher focuses on students' reading skills, not their writing skills. As the result, students can describe people, things, and places. They also can write a descriptive text by themselves based on what they learn from the class. Besides using genre-based approach make the teacher easier at teaching the students, and the students easier to understand the material.

#### **B. Suggestion**

To the teacher, this research is suggested to help the teacher uses genre-based as an approach to teach types of text to the students. The teacher needs to do the joint construction step to let the students produce a text in groups. In addition, the teacher is suggested to often use mother language, to make the students easier to understand what the teacher explains.

To the students, they are advised to focus when the teacher is explaining the material, not only focus on the brainstorming part. Students are able to ask the teacher if they don't know the meaning of a word or when they do not understand what the teacher says.

To the other researcher, after knowing how the implementation of genre-based approach by the teacher in teaching descriptive text, the researcher hopes the next researcher can study the effectiveness of using genre-based approach in teaching English.

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# **APPENDICES**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jln. Dr. S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-11/89 /In. 25/F.II/TL.00.1/04/2023  
 Sifat : Penting  
 Lampir :  
 Hal : Permohonan Izin Penelitian

Manado, 13 April 2023

Kepada Yth :  
 Ketua MTs N 1 Plus Riset Manado

Di Tempat

*Assalamu 'alaikum Wr. Wb.*

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Afiyah Fitriani Putri Yusuf  
 NIM : 1926008  
 Semester : VIII (Delapan)  
 Prodi : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul: "*The Implementation Of Genre Based Approach By The Teacher At MTs Negeri Plus Riset Manado*". Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

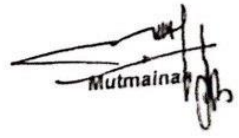
1. Dr. Srifani Simbuka, M.Educ., M.Hum.
2. Nikmala Nenim Kaharuddin, M.Hum.

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan April s.d Juli 2023

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

*Wassalam Wr. Wb*

a.n. Dekan  
 Wakil Dekan Bid. Akademik dan  
 Pengembangan Lembaga.

  
 Mutmainah

- Tembusan :
1. Rektor IAIN Manado sebagai Laporan
  2. Dekan FTIK IAIN Manado
  3. Kaprodi TBI FTIK IAIN Manado
  4. Arsip



NSM : 66725168

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KEMENTERIAN AGAMA KOTA MANADO**  
**MADRASAH TSANAWIYAH NEGERI (MTs.N.) 1 MANADO PLUS RISSET**  
Jalan Kuala Buha Kecamatan Bunaken Kota Manado 95231 Telepon (0431) 851772

NSM : 121171710001

**SURAT KETERANGAN**

Nomor : B.234 /Mts.23.01.1/PP.00.5/07/2023

Yang bertanda tangan dibawah ini :

**N a m a** : H.Syukry Sahid, S.Ag., M.Pd.  
**N I P** : 197105022001121001  
**Jabatan** : Kepala Madrasah Tsanawiyah Negeri 1 Manado Plus Riset

Menerangkan bahwa :

**N a m a** : AFIYAH FITRIANI PUTRI YUSUF  
**N I M** : 1926008  
**Semester** : VIII (delapan)  
**Fakultas** : Tarbiyah dan Ilmu Keguruan  
**Prodi** : Tadris Bahasa Inggris

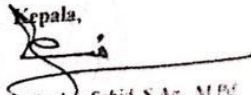
Adalah benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri 1 Manado Plus Riset dari bulan Mei 2023 s.d. Juni 2023 dalam rangka penyusunan Skripsi yang berjudul : **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri Plus Riset Manado"**.

Surat Keterangan ini diberikan berdasarkan surat pengantar untuk mendapatkan penelitian pada Program Studi Tadris Bahasa Inggris IAIN Manado, Nomor B-1189/In.25/F.II/TL.00.1/04/2023 tanggal 03 April 2023 Perihal : Permohonan Izin Penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 25 Juli 2023

Kepala,

  
H. Syukry Sahid, S. Ag., M. Pd.  
NIP. 197105022001121001

APPENDICES

Instrument 1: Observation sheets

Date: Selasa, 23 Mei 2023

Theory	Lesson Plan	Actual Teaching / Implementation
<p><b>1. Building Knowledge of The Field</b></p> <p>This step aims to build students' knowledge about the material, the teacher can use various types of techniques in this step, such as brainstorming, ice breaking, etc.</p>	<p>1) Greeting                  2) salah satu peserta didik membuka pelajaran dgn membaca dba                  4) Brainstorming Hg materi yg akan dipelajari menggunakan Kahoot                  3) Guru meriview materi last week                  5) showing pic of Eiffel                  6) Eiffel &amp; Augmented Reality</p>	<p>1) ✓                  2) ✓                  3) ✓                  4) ✓                  5) ✓                  6) ✓</p>
<p><b>2. Modelling</b></p> <p>In this step the teacher is dominant because the teacher needs to explain to students about the material. In modelling the teacher can demonstrate the text, from the general structure until the language features of the text. Also, can shows to the students how to write that types of text.</p>	<p>1) peserta didik menonton video Hg Describing Eiffel Tower                  2) Guru dgn peserta didik mendiskusikan hal-hal penting apa yg dideskripsikan mengenai Eiffel Tower</p>	<p>1) ✓                  2) ✓</p>

→ has modification.

<p><b>3. Joint Construction</b>          After explain about the material, the teacher needs to measure the students comprehend about the text. This step is a step that the students will implementing their comprehension and ability in writing the text that taught by the teacher.</p>	<p>1) The <del>teacher</del> students membaca teks facts about Eiffel Tower.</p>	<p>1) The T divides students into few groups. Then ask them to read it. She pointed out each group - then they read it together.          (they don't write a text)</p>
<p><b>4. Individual Construction</b>          This step more focus on students individually. students are asked to write the text that taught by the teacher individually. This steps often referred to as exam or exercise. Teacher also can measure more detail about students' comprehension.</p>	<p>1) Guru memberikan penugasan kepada peserta didik untuk mendeskripsikan famous/best places pilihan mereka.          2) The students post tugas ke padlet.          3) menyimpulkan materi bersama.          4) One of the students membaca dia dan menulis pembelajaran</p>	<p>1) not famous/best places chosen by the students but the students are asked to describe the Eiffel Tower.          2) ✓          3) ✓          4) ✓</p>

### **Interview Questions For Teacher**

1. How did you build students' knowledge about the material?
2. If during the class the student does not understand a word, how do you solve it?
3. How did you measure students' vocabulary mastery?
4. How did you build students' critical thinking about the text?
5. after explaining about the text, how do you test students' comprehension of the material?
6. In the joint construction steps, you will divide the students into several groups. As we know, the students in taksifi class are students with high achievement, how do you make each group has balanced composition?
7. When using Genre Based Approach in teaching, do you have any difficulties?
8. Would the students easier to understand the material if you using Genre Based Approach in teaching?
9. In the steps of genre-based approach, there is a step named joint construction, which in this step you should make the students work in groups, to make a text. but you divided them to read the text, can you explain why?

### **Interview Questions For Students**

1. Before the teacher starts the lesson, does the teacher give an introduction?
2. Does the introduction given by the teacher related to the material?
3. How is the explanation given by the teacher about the material?
4. How does the teacher divide students into groups?
5. How is the task given by the teacher related to the material?
6. How do students respond to the teacher's way of teaching?

## Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Negeri 1 Manado  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Genap  
Materi Pokok : *Descriptive Text*  
Alokasi Waktu : 3 x 40 menit (3 jam pelajaran)

### TUJUAN PEMBELAJARAN

Pada akhir pembelajaran peserta didik dapat :

- ★ Memahami definisi, struktur teks dan ciri bahasa dari *Descriptive Text*.
- ★ Mengidentifikasi komponen-komponen tersebut dalam teks.
- ★ Memahami contoh teks deskriptif yang diberikan.

### LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none"><li>→ Greeting</li><li>→ Salah satu peserta didik membuka pembelajaran dengan membaca do'a.</li><li>→ Guru mereview pembelajaran pada pertemuan sebelumnya.</li></ul>
Kegiatan Inti
<ul style="list-style-type: none"><li>→ Guru menayangkan materi pelajaran tentang <i>Descriptive Text</i>. <a href="https://www.canva.com/design/DABxiBjt5Q/1v-D50WjEiNKF06YtvFkA/edit">https://www.canva.com/design/DABxiBjt5Q/1v-D50WjEiNKF06YtvFkA/edit</a></li><li>→ Peserta didik diminta untuk mengungkapkan secara lisan, hal-hal penting yang berhubungan dengan stimulus dalam bentuk gambar yang ditayangkan guru.</li></ul> <div style="display: flex; justify-content: space-around;"></div> <ul style="list-style-type: none"><li>→ Guru memberikan contoh teks, kemudian peserta didik menentukan komponen dari teks deskriptif tersebut.</li><li>→ Peserta didik secara individu membaca <i>Descriptive Text</i>; describing a place, dan menjawab pertanyaan yang berhubungan dengan isi teks.</li></ul>

Kegiatan Penutup
<ul style="list-style-type: none"> <li>→ Guru bersama dengan peserta didik menyimpulkan isi materi yang diajarkan.</li> <li>→ Guru memberikan penugasan lewat Google Classroom.</li> <li>→ Salah satu peserta didik membaca do'a untuk menutup pembelajaran</li> </ul>

Penilaian

Kompetensi yang dinilai	Teknik Penilaian	Instrumen Penilaian
Sikap spiritual dan sosial	Observasi (Interaksi guru dan peserta didik dalam kelas tatap muka)	Jurnal catatan perilaku peserta didik
Pengetahuan	Written Test	<i>Vocabulary Test &amp; Reading Comprehension</i>

**SUMBER BELAJAR**

- ★ *Bright English – Grade VII*, Penulis Nur Zaida – Penerbit Ertangga
- ★ <https://literacyideas.com/>

## Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Negeri 1 Manado  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Genap  
Materi Pokok : *Descriptive Text\_Best Places in the World*  
Alokasi Waktu : 3 x 40 menit (3 jam pelajaran)

### TUJUAN PEMBELAJARAN

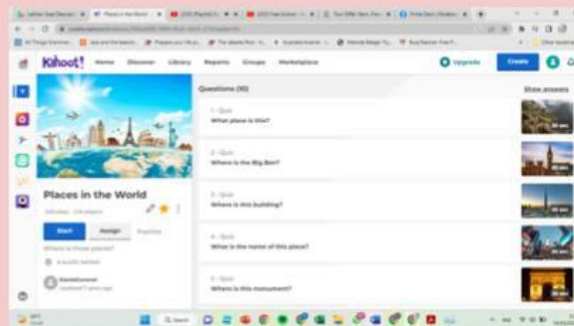
Pada akhir pembelajaran peserta didik dapat :

- ★ Mendeskripsikan secara singkat dan jelas tentang salah satu 'famous/best places in the world'

### LANGKAH-LANGKAH PEMBELAJARAN

#### Pendahuluan

- Greeting
- Salah satu peserta didik membuka pembelajaran dengan membaca do'a.
- Guru mereview pembelajaran pada pertemuan sebelumnya.
- Guru memberikan brainstorming tentang materi yang akan dipelajari menggunakan Kahoot game online.  
<https://create.kahoot.it/share/places-in-the-world/360ed088-98fd-45a5-bb55-27d1eadac5fe>  
<https://create.kahoot.it/share/famous-places-in-the-world/3cfd2754-3c53-4057-8a1f-bdcd8307c127>






### Kegiatan Inti


- Guru menunjukkan gambar tentang *Eiffel Tower*, dan meminta peserta didik untuk menyebutkan nama tempat tersebut dan hal-hal penting yang berkaitan dengan *Eiffel Tower*



- Guru meminta siswa untuk mengakses link <https://webar.vidit.com/b7378a9e-87f4-4826-9974-6b3816160f36> untuk melihat Eiffel Tower Augmented Reality.


- Peserta didik menonton video tentang Describing Eiffel Tower.

 The Eiffel Tower for Kids

 The Eiffel Tower for Kids: Famous World Landmarks for Children - FreeSchool

- Guru dengan peserta didik mendiskusikan hal-hal penting apa yang dideskripsikan mengenai Eiffel Tower dalam video.

- Peserta Didik membaca teks Facts about Eiffel Tower.

 The Eiffel Tower facts.pdf

<https://en.islcollective.com/download/pdf/english-esl-worksheets/the-eiffel-tower-facts/63349>

- Guru memberikan penugasan kepada peserta didik untuk mendeskripsikan famous/best places, pilihan mereka.

- Peserta didik post penugasan mereka ke padlet.

[https://padlet.com/gynp91000080177018/best-places-in-the-world\\_writing-class-vii-659n8cx778k3tj](https://padlet.com/gynp91000080177018/best-places-in-the-world_writing-class-vii-659n8cx778k3tj)

#### Kegiatan Penutup

- Guru bersama dengan peserta didik menyimpulkan isi materi yang diajarkan.
- Guru memberikan penugasan lewat Google Classroom.
- Salah satu peserta didik membaca do'a untuk menutup pembelajaran

#### Penilaian

Kompetensi yang dinilai	Teknik Penilaian	Instrumen Penilaian
Sikap spiritual dan sosial	Observasi (Interaksi guru dan peserta didik dalam kelas tatap muka)	Jurnal catatan perilaku peserta didik
Pengetahuan	Written Test	Writing a description of best places  Writing Rubric

## Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Negeri 1 Manado  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Genap  
Materi Pokok : *Descriptive Text\_Describing Events - Ramadan*  
Alokasi Waktu : 3 x 40 menit (3 jam pelajaran)

### TUJUAN PEMBELAJARAN

Pada akhir pembelajaran peserta didik dapat :

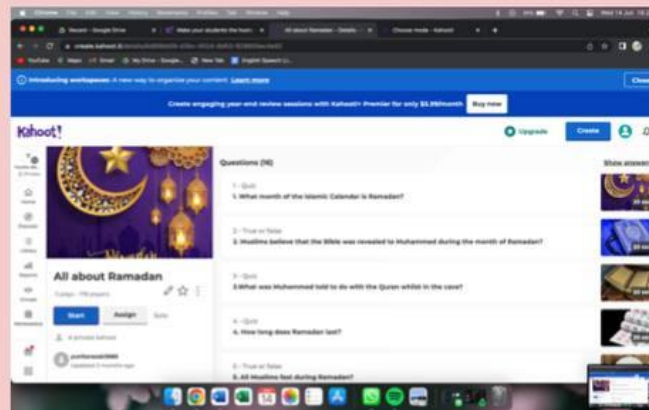
- ★ Mendeskripsikan secara singkat dan jelas tentang kegiatan muslim yaitu puasa di bulan suci Ramadan

### LANGKAH-LANGKAH PEMBELAJARAN


#### Pendahuluan

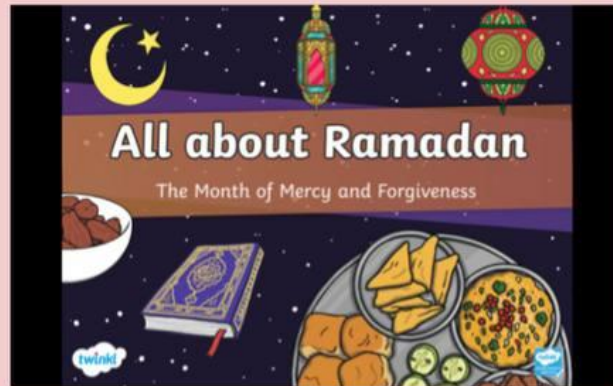
- Greeting
- Salah satu peserta didik membuka pembelajaran dengan membaca do'a.
- Guru mereview pembelajaran pada pertemuan sebelumnya.
- Guru memberikan brainstorming tentang materi yang akan dipelajari menggunakan Kahoot game online.

<https://play.kahoot.it/v2/?quizId=6d89bb09-d3bc-4024-8d53-928600ec4e92>




### Kegiatan Inti

- Guru mempresentasikan slides tentang  All about Ramadan.pptx



- Peserta didik menonton video tentang Describing Eiffel Tower.

 What is Ramadan? | Interesting Facts About Ramadan

- Guru dengan peserta didik mendiskusikan hal-hal penting apa yang dideskripsikan mengenai Ramadhan.
- Guru memberikan penugasan kepada peserta didik untuk mendeskripsikan kegiatan ramadhan di tempat mereka masing-masing  
[https://www.canva.com/design/DAFdyPU-RwY/1cySZVK8KHNGv2pwc6koxg/edit?utm\\_content=DAFdyPU-RwY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFdyPU-RwY/1cySZVK8KHNGv2pwc6koxg/edit?utm_content=DAFdyPU-RwY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
- Peserta didik *share link canva* mereka untuk diperiksa oleh guru berkaitan dengan penugasan.

### Kegiatan Penutup

- Guru bersama dengan peserta didik menyimpulkan isi materi yang diajarkan.
- Guru memberikan penugasan lewat Google Classroom.
- Salah satu peserta didik membaca do'a untuk menutup pembelajaran

Penilaian

Kompetensi yang dinilai	Teknik Penilaian	Instrumen Penilaian
Sikap spiritual dan sosial	Observasi (Interaksi guru dan peserta didik dalam kelas tatap muka)	Jurnal catatan perilaku peserta didik
Pengetahuan	Written Test	Writing a description of an event; about Ramadhan  Writing Rubric

### **The Transcription of the teacher's interview**

The symbol A for Afiyah as the interviewer and Y for Yunita as the teacher or the source person.

A : How did you build students' knowledge about the material?

Y : Relating to the topic we have been discuss with the students, it's all about describing a place, describing events. So how did I build the student's knowledge by presenting the material using audio-visual, and then ask them to engage in the activities, spoken activities or written activities to stimulate their knowledge to tell or describe in details, what they have seen or what they have read about. For example, Eiffel in Paris and Ramadhan as an event.

A : If during the class the students does not understand a word, how do you solve it?

Y : First of all, I ask them to use their online dictionary or introduce them first the word, how to pronounce it, and then try to give them the translation by the translation itself is done using English. So I mean they don't get the translation exactly or directly from English-Indonesian but I try to explain it using it.

A : How did you measure students' vocabulary mastery?

Y : Sometimes I use an online game like Kahoot, to practice the vocabulary they learn to make sure that whether they understood or not about the vocabularies. I also use learning apps that can make them comprehend about the vocabulary or use a text to make them internalize in their own way of speaking or writing.

A : How did you build students' critical thinking about the text?

Y : I think this is important because in *abad 21* the skill of critical thinking is very basic, so I think what I did to anchorage their curiosity, when they have the

greater curiosity it will anchorage them to think critically. For example, I give them first the picture, “do you know about the picture?” “have you ever seen the picture?” and then tell them some prove about the picture. For example, some prove about the Eiffel in Paris, what they know about it, and then pose them some question relating to the description of Eiffel and then let them think in their own way of thinking. For example, if it is not inappropriate with our discussion I make sure to make it in a correct way.

A : After explaining about the text, how do you test students’ comprehension about the material?

Y : Telling about the assessment here, for example in a classroom in on going assessment, I use formative assessment in the form of like online quiz or they have to put some pictures and then give the caption or give the description of the picture and at the end of the semester and the end of the topic, we have a summative test in the form of reading comprehension test.

A : If you will divide the students into several groups, as we know, the students in taksifi class are the students with high achievement, how do you make each group has balanced composition?

Y : From their progress that I have record before, I mean I’ve been teaching grade 7A for the last nine months, so I have recorded all the progress, all the grades. That’s why I know this group belongs to the fast learner group, moderate, and slower learner that need *pendampingan*.

A : When using genre-based approach in teaching, do you have any difficulties?

Y : I think the students’ motivation, we have to be aware of their motivation and then just arrange the classroom or manage the classroom as fun as possible for

the students. Because when they get motivated with the learning, I think they will enjoy the classroom and the activity after that will run smoothly.

A : Would the students easier to understand the material if you using genre-based approach in teaching?

Y : Yes, I am sure. Because it has a specific stages, and it is clear from one stage to the other stages, and make me easier to organize the learning process. Because it has clear stages from building knowledge of the field, model of the text, *dan sampai pada* evaluation.

A : In the steps of genre-based approach, there is a step named joint construction, which in this step you should make the students work in groups, to make a text. but you divided them to read the text, can you explain why?

Y : Yes, because I already taught them about the definitions and structure of descriptive text last week. From the result, they already understand about it, so that's why this week I focus on their reading skill.



### The transcription of students' interview

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Rabiah A. Waskito as the students**

- A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?
- S : Iya
- A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya
- A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?
- S : Menurut saya, penjelasan yang diberikan oleh Ma'am Yuyun cukup mudah untuk dimengerti
- A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?
- S : Iya, karena Ma'am Yuyun membagi kelompok cukup adil juga agar kita bisa bekerja sama dengan siswa siswi lain yang belum pernah ada dikelompok kita
- A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya, karena setiap materi yang diberikan Ma'am Yuyun juga akan memberi tugas, tapi sebelum dikerjakan Ma'am Yuyun menjelaskan terlebih dahulu cara menjawab tugas tersebut
- A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?
- S : Menurut saya acara mengajar Ma'am Yuyun cukup menjelaskan dan menyenangkan karena ditambah dengan bermain *Kahoot*

### The transcription of students' interview

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Salsabilah N. Masloman as the students**

- A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?
- S : Iya, Ma'am memberikan perkenalan sebelum mulai pelajaran agar kita mudah mengerti materinya.
- A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya, sesuai dengan materinya
- A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?
- S : Menurut saya, penjelasan yang diberikan oleh Ma'am Yuyun mudah untuk dimengerti siswa, Ma'am juga banyak menggunakan contoh yang ada pada kehidupan sehari-hari
- A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?
- S : Ma'am membagi kelompok menggunakan aplikasi *spin*, lalu kalau sudah selesai Ma'am lihat lagi kelompok itu, kalau disatu kelompok banyak yang pintar, Ma'am membagi mereka ke kelompok lain.
- A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya, setiap selesai mengajar Ma'am Yuyun akan memberikan *pr* yang sama dengan yang didapat dikelas, jadi kita mudah membuat *pr* itu
- A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?
- S : Menurut saya, cara mengajar Ma'am Yuyun tidak membosankan, saya suka saat Ma'am Yuyun mengajar karena saya jadi mudah belajar Bahasa Inggris

### **The transcription of students' interview**

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Sitti Khansa K. P. Ibrahim as the students**

- A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?
- S : Iya, Ma'am Yuyun selalu memberikan perkenalan materi dahulu
- A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya, perkenalan materi yang diberikan oleh Ma'am Yuyun sesuai dengan materi
- A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?
- S : Menurut saya, penjelasan Ma'am Yuyun tentang materi yang akan diberikan sangat jelas, seperti waktu memberikan materi tentang "Description People", Ma'am menjelaskan terlebih dahulu apa itu "Description People" dan apa yang dilakukan Ketika kita mendeskripsikan orang
- A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?
- S : Menurut saya, pembagian kelompok tugas dari Ma'am Yuyun sudah seimbang, karena Ma'am tidak membagi kelompok tugas yang isinya hanya untuk anak yang rajin semua, ada juga anak yang pemalas yang masuk ke dalam kelompok
- A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

- S : Menurut saya, tugas dari Ma'am Yuyun sudah sangat sesuai dengan materi yang diajarkan. Misalnya jika materinya tentang "Description People" maka tugas yang akan diberikan oleh Ma'am adalah tentang mendeskripsikan orang
- A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?
- S : Pendapat saya tentang cara mengajar Ma'am Yuyun sangat bagus. dengan cara mengajar Ma'am Yuyun saya sering mudah mengerti tentang materi yang diberikan. karena setiap pembelajaran bahasa inggris, Ma'am selalu menggunakan media media yang bisa membantu pelajaran seperti video dari youtube, pdf tentang materi, atau bisa juga dengan materi yang disusun oleh Ma'am Yuyun sendiri

**The transcription of students' interview**

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Abdul Qodar S. Bano as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya, Ma'am Yuyun beri perkenalan materi dulu

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, sesuai

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Penjelasan Ma'am Yuyun jelas dan mudah dimengerti

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Kelompok dibagi dengan adil dan semua sama

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, *pr* yang diberikan Ma'am Yuyun sesuai dengan materi yang didapat

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Cara mengajar Ma'am Yuyun bagus dan seru

### The transcription of students' interview

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Allycia N. A. Nou as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan pengenalan tentang materi yang akan diberikan?

S : Iya, Ma'am memberikan penjelasan tentang materi sebelum mulai

A : Apakah pengenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Sesuai karena itu berhubungan dengan materi

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Menurut saya, Ma'am menjelaskan dengan jelas

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Ma'am Yuyun membagi kelompok dengan adil dan seimbang. Setiap kelompok memiliki orang yang pintar Bahasa Inggris

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, *pr* yang diberikan Ma'am Yuyun sesuai, jadi mudah untuk dikerjakan

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Menurut saya, Ma'am Yuyun mengajar dengan jelas dan mudah dimengerti

### The transcription of students' interview

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Amirah Naufa Nendiansyah as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan pengenalan tentang materi yang akan diberikan?

S : Iya

A : Apakah pengenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Ma'am Yuyun guru Bahasa Inggris, maka dari itu materi-materi yang diberikan yakni berkaitan dengan mata pelajaran English

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Kelompoknya seimbang, walau kadang suka ada perselisihan tapi teman kelompok juga tetap bekerja sama, cara membaginya menggunakan aplikasi untuk membagi kelompok.

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, Ma'am tidak memberikan *pr* yang berbeda dengan materi yang diberikan disekolah

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Menurut saya acara mengajar Ma'am Yuyun seru, kita bisa main *Kahoot* dan belajar menggunakan worksheet atau website lain, Ma'am juga baik tapi tegas. Kita bisa bermain sekaligus belajar.

**The transcription of students' interview**

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Azka Zahran Djumaati as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, sesuai

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Ma'am membicarakan materi di depan teman-teman

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Ma'am membagi kelompok lewat grup WA

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Cara mengajar ma'am bagus. Saya agak paham Bahasa Inggris, jadi mudah dipahami.



### **The transcription of students' interview**

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person Dania Fauzi Minabari as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Ma'am Yuyun menjelaskan materi dengan cara ditampilkan dengan slide yang ada dicanva, lalu diberikan worksheet lalu kita menjawab soal-soal yang ada disitu

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Menurut saya, Ma'am Yuyun membaginya dengan adil. Ada yang pintar, ada yang kreatif, dan ada yang inisiatif. Jadi satu kelompok itu kompak karena seimbang.

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, sesuai

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Menurut saya, selama ma'am Yuyun mengajar ma'am selalu berusaha sebaik mungkin agar siswa mengerti, dengan cara bermain dengan Kahoot, ada juga dengan cara tebak—tebakan, speaking supaya lebih lancer Bahasa Inggris dan pengertian dalam materi

**The transcription of students' interview**

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Gaozhan Ibnusina as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya, sebelum mengajar Ma'am Yuyun sudah memperkenalkan materinya

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Penjelasannya memakai Bahasa Inggris dan Bahasa Indonesia

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Iya, ada yang seimbang, ada yang tidak

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Sesuai

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Memakai Bahasa Inggris

**The transcription of students' interview**

**The interviewer: Afiyah F. P. Yusuf as the researcher**

**The source person: Janeeta Khansa Malilah as the students**

- A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?
- S : Ada kak
- A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Sesuai
- A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?
- S : Menurut saya, cukup jelas untuk dimengerti
- A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?
- S : Biasanya *pake* spin, dan kelompoknya ditekukan melalui spin itu
- A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya, sesuai
- A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?
- S : Cara ma'am Yuyun mengajar, pertama menjelaskan materi dulu dan kalau semua sudah paham, akan diberi tugas

**The transcription of students' interview**

**The interviewer: Afiyah F. P. Yusuf as the researcher**

**The source person: Muhammad Farezi Noh as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, sesuai

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Penjelasan Ma'am jelas

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Ma'am pakai aplikasi yang kalau ditulis nama akan teracak sendiri

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, sesuai

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Cara mengajar ma'am Yuyun mudah dipahami. Kan itu *toh* pertama ma'am tanya. *Kalo so* itu, ma'am *bekeng* game *deng* quiz tentang materi itu. Jadi asik *deng* gampang mengerti.

**The transcription of students' interview**

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Queenzah M. Kandati as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Ma'am menjelaskan dengan baik

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Iya, Ma'am Yuyun juga untuk membahagi tugasnya seperti salah satu dari kelompok kita ada perwakilan.

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya, sesuai

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Ma'am Yuyun juga cara mengajarnya seperti bisa untuk dipahami

### The transcription of students' interview

**The interviewer: Afyah F. P. Yusuf as the researcher**

**The source person: Virnie Rivani H. Masloman as the students**

- A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?
- S : Iya, Ma'am Yuyun memberi tahu materi apa yang akan kita pelajari dan juga memberi sedikit pengertian mengenai pelajaran tersebut
- A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Iya, Ma'am memberikan perkenalan materi sesuai yang diajarkan
- A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?
- S : Baik, dan dapat menarik perhatian siswa siswi
- A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?
- S : Dengan menggunakan aplikasi *spin*, ya itu seimbang karena jika ada satu kelompok yang mempunyai kemampuan lebih, orang-orang tersebut akan dibagi ke beberapa kelompok
- A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?
- S : Ya sesuai
- A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?
- S : Saya suka cara mengajar Ma'am Yuyun karena itu sangat seru dan juga asik

**The transcription of students' interview**

**The interviewer: Afiyah F. P. Yusuf as the researcher**

**The source person: Zahran Emyr Kaditya as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Ada

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Jelas

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Kayak di acak *pake* spinner

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Tugasnya sesuai

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Ma'am Yuyun kalau *kase* materi, *kase* selesai satu materi dulu. Baru lanjut materi yang lain. Jadi *torang* paham

**The transcription of students' interview**

**The interviewer: Afiyah F. P. Yusuf as the researcher**

**The source person: Zifara Safa Rindiyani as the students**

A : Sebelum mulai mengajar, apakah Ma'am Yuyun memberikan perkenalan tentang materi yang akan diberikan?

S : Iya

A : Apakah perkenalan materi yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Menurut anda bagaimana penjelasan yang diberikan oleh Ma'am Yuyun tentang materi tersebut?

S : Menurut saya lebih membuat kita mengerti

A : Menurut anda bagaimana cara Ma'am Yuyun membahagi teman-teman sekelas anda ke dalam kelompok tugas? Apakah kelompok itu seimbang?

S : Ma'am membagi tugas itu secara seimbang

A : Menurut anda apakah pekerjaan rumah yang diberikan Ma'am Yuyun sesuai dengan materi yang diajarkan?

S : Iya

A : Bagaimana pendapat anda tentang cara mengajar dari Ma'am Yuyun?

S : Cara mengajar Ma'am Yuyun bisa mendapatkan ilmu yang berguna yang belum pernah kita dapatkan



**LIST STUDENTS OF VII-A TAKSIFI**

<b>NO.</b>	<b>NAME</b>	<b>GENDER</b>
1.	Abdul Qodar Safatores Bano	L
2.	Azka Zahran Djumaati	L
3.	Gaozhan Ibnu Sina Suyanto	L
4.	Muhammad Satria Gunardi	L
5.	Muhammad Farezi Noh	L
6.	Muhammad Naufal A. Agune	L
7.	Rizki Erlangga Kangiden	L
8.	Zahran Emyr Kaditya	L
9.	Airina Lamsu	P
10.	Aisya Elsifa Londa	P
11.	Alifah Ridswati N. Mohammed	P
12.	Allycia Nurshaffa Azzahra Nou	P
13.	Amelia Yusuf	P
14.	Amirah Naufa Nendiansyah	P
15.	Aqillah Salsabillah Putri	P
16.	Aurielle Kaila Salsabila	P
17.	Dania Fauzi Minabari	P
18.	Humaira Kayana Sopiyyulloh	P
19.	Janneta Khansa Malilah	P
20.	Lasmi Diansyafa Lupoyo	P
21.	Nazwa Tanio	P
22.	Kayyisah Aira Adristi	P
23.	Queenzah M. Kandati	P
24.	Rabiah Adawiyah Waskito	P

25.	Rara Azzahra Djafar	P
26.	Salsabilah Nazwa Masloman	P
27.	Salsabilah Putri Hany	P
28.	Siti Nurhalifa Sakea	P
29.	Sitti Khansa Khairiyah P. Ibrahim	P
30.	Virnie Rivani Halid Masloman	P
31.	Zifara Safa Rindiyani	P
32.	Syalendra Kasim	P

## SAMPLES OF STUDENTS TASK GIVEN BY THE TEACHER

:Padlet

### Description about Eiffel Tower

The name of the building is Eiffel Tower. It was located at France and it was built since 28 January 1887. The size of the Eiffel Tower is 300m and the shape was Pyramidal in shape with Slightly Curved Side. The interesting parts it was Made out of Iron. I like the Eiffel Tower because it was very tall. at the top of the tower it has got good view u can see the city up there and u can take photo of it.

Thank you.

-Made by Azka Zahran Djumaati



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:Padlet

### Janeeta Khansa Malilah

The Eiffel tower is a tower that is located in Paris - France and was built in 1887 and finished in 1889 for the centerpiece of the 1889 World's Fair. The size of the tower is 330 metres (1,083 ft) tall, about the same height as an 81-storey building, and the tallest structure in Paris.

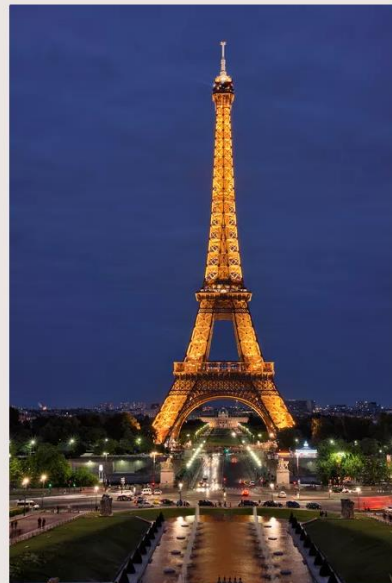
Its base is square, measuring 125 metres (410 ft) on each side. The shape of the tower is like a triangle.

During its construction, the Eiffel Tower surpassed the Washington Monument to become the tallest human-made structure in the world.

The interesting part of the tower that it has three levels for visitors, with restaurants on the first and second levels. The top level's upper platform is 276 m (906 ft) above the ground – the highest observation deck accessible to the public in the European Union.

You can have a cup of tea while watching the view from the Eiffel tower, isn't it wonderful?

The reason why I like the Eiffel tower is because when it's night time the



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:Padlet

## Description of Eiffel tower

This is a Eiffel Tower, it is in Paris France it build on 28 Januari 1887, it's 1.050 feet tall and 300 meters the shape like a big triagle, the interesting part is that at night the Eiffel Tower is very beautiful by turning on the lights on the Eiffel Tower, I like the place because the place is very attractive and the colors at night make it very beautiful and also have lots of photo spots to take picture at there.

- Salsabilah Najwa Masloman  
- VII A Taksifi



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:Padlet

## description of eiffel tower

this tower name is Eiffel Tower. Eiffel Tower was built in Paris, France, on 1887. the size is 1050 feet tall. the shape of eiffel tower is the top of Eiffel Tower is taper. Eiffel Tower was made of an iron and metal. the most unique parts of Eiffel Tower is color of the tower is brown and it has to repainted every 7 years, and there are 20.000 light bulbs in Eiffel Tower. I like to go to Eiffel Tower because it so beautiful at morning or night and because Eiffel Tower one of the famous place in the world

name : Sitti Khansa Kh. P. Ibrahim 7a



📄 Otomatis

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➦ 📏

## The Eiffel Tower Facts



- Located on the Champ de Mars in Paris, France, the Eiffel Tower is one of the most well known structures in the world.
- The Eiffel Tower was originally built as the entrance arch for the World's Fair in 1889.
- It is named after Gustave Eiffel, whose company was in charge of the project.
- The Eiffel Tower is 320 m (1050 feet) in height and was the tallest man made structure in the world for 41 years before being surpassed by the Chrysler Building in New York.
- The Eiffel Tower is made of iron and weighs around 10 000 tones.
- Around 50 tones of paint are added to the Eiffel Tower every 7 years to protect it from rust.



- Despite its height, the Eiffel Tower was designed to be wind resistant, swaying only a few inches in the wind. It actually moves further when the iron on the sun facing side heats and expands, moving the top up to 7 inches (18 cm) away from the sun.
- Temperature also alters the height of the Eiffel Tower by up to 6 inches (15 cm).
- Millions of people climb the Eiffel Tower every year and it has had over 250 million visitors since its opening.
- Visitors can climb up stairs to the first two levels or take a lift which also has access to the third and highest level.
- Being so popular, the Eiffel Tower design has been recreated around the world, including the half scale replica at the Paris Las Vegas Hotel in Nevada, USA and the full scale Tokyo Tower in Japan.
- Not everyone liked the Eiffel Tower when it was first built, with many criticizing its bold design.
- The French name for the Eiffel Tower is La Tour Eiffel, it also has the nickname La dame de fer which means 'the iron lady'.



## Documentation of Observation



The teacher played an online game Kahoot to brainstorm with the students in building knowledge of the field step.



The teacher showed a video that describing Eiffel Tower in the modelling step.

## Documentation of Interview Teacher



SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Yunita Abdul Rasak, M.pd.  
Jabatan : Guru Bahasa Inggris  
Alamat : Perum GPI Mapangot

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf  
NIM : 1926008  
Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam  
rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul "**The  
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Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Manado, 23 Mei 2023



Yunita. Abdul Rasak, M.pd



SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Salsabilah Najwa Mastoman

Kelas : VII A

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado"**.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Manado, 23 Mei 2023

*Salsabilah*

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : *Quesyiah M kekhati*

Kelas : *7A 7*

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado"**.

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Manado, *23* Mei 2023



.....

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : *Mulya N. Azahra Nelo*

Kelas : *VII A*

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam  
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Manado, *23* Mei 2023

*Arip*  
.....

#### SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : *Zafara Safa Rindiyani*

Kelas : *vii A Toksik*

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf


NIM : 1926008

Program Studi : Tadris Bahasa Inggris

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Manado, *23* Mei 2023



#### SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Rabiah A.F. waskito

Kelas : ZA

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam  
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Manado, 23 Mei 2023



.....

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Virnie Rivani H. Mosloman

Kelas : V<sup>11</sup> A Taksifi

Merangkan bahwa:

Nama : Afyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado"**.

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Manado, 25 Mei 2023



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SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Azka Zahran Djumaati  
Kelas : kelas 7A

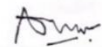
Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf  
NIM : 1926008  
Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado"**.

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Manado, 23 Mei 2023



## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : ~~Janeke Khansa~~ Makilah

Kelas : 1A

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

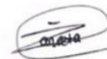
NIM : 1926008

Program Studi : Tadris Bahasa Inggris

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Manado, 23 Mei 2023



.....



SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Dania Fouzi Minabari

Kelas : 7A4

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado"**.

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Manado, 23 Mei 2023

*Dia*

.....

### SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : MUHAMMAD FAREZI NOH.

Kelas : VII A

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul **"The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado"**.

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Manado, 23 Mei 2023



.....

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Zahran Emyr Koditya

Kelas : VII A Taksif

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal ..... dalam  
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Manado, 23 Mei 2023



.....

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : *Ghozhan ibnawina selyanto*

Kelas : *VIIA*

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

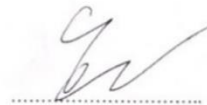
NIM : 1926008

Program Sru di : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam  
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Manado, 23 Mei 2023



.....

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : abdul qodir .s. bano

Kelas : VII<sup>A</sup> TAMFI

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf

NIM : 1926008

Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul "**The Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus Riset Manado**".

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Manado, 23 Mei 2023



.....

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Siti Khansa Khairiyah putri Ibrahim  
Kelas : 7A

Merangkan bahwa:

Nama : Afiyah Fitriani Putri Yusuf  
NIM : 1926008  
Program Studi : Tadris Bahasa Inggris

Telah melakukan wawancara pada tanggal \_\_\_\_\_ dalam  
rangka pemerolehan data yang diperlukan untuk tugas akhir dengan judul "**The  
Implementation Of Genre Based Approach By The Teacher At MTs Negeri 1 Plus  
Riset Manado**".

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Manado, 14 Mei 2023



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Yang bertanda tangan dibawah ini:

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Manado, 23 Mei 2023



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2. As a secretary of the Students' Association of English Education Study Program 2021-2022.

Manado, 9 Agustus 2023  
The Researcher

Afyah Fitriani Putri Yusuf