

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter , the researcher presents the research finding and discussion to answer the problem folmulation of genre based approach (GBA) in teaching writing and the diffilcuties faced by english teachers during implementation if genre based approach in teaching reading.

A. Research Finding

1. The Implementation of genre basd approach (GBA) in Teaching writing at SMKN 1 Kota Kediri

To find out about the implementation of GBA in teaching writing at SMKN 1 Kota Kediri, the researcher carry out classroom observation of English teacher using vidio recording. The lerning implementation stage consist of Pre-teaching, whilst-teaching and post-teaching.

At the whilst-teaching stage, there are four stages; Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). This research was carried out once on 22 April 2024.

a. Implemetaion of GBA in teaching writing in class XI TITL

1) Pre-teaching

At this pre teaching satage, the teacher give greeted the students. Before starting learning actvities, the teacher invited students to pray first. Next the teacher checked student attendece. The teachers asked about students condition and motivation to learn the material.

Below are student responses at the pre-teaching stage. The students together responded to the teacher greeting. Students prayed by their beliefs. And when the teacher called their name, the students

raised their hand, student also said that they felt healthy and ready to start studying

2) Whishlish-teaching

At this learning stage, the teacher has implementing an english learning approach, namely genre-based approach.

Genre-based approach consist of four phases, which are explained below.

a) Building knowledge of the field (BkoF)

At this stage, students were given trigger questions such as, “do you know about procedure text?” and “what is procedure text?”. Then the teacher display the material in front of the class with white board. Next the teacher provided basic material regarding the topic to be studied, namely procedure text and holds questions and answers about material, this activity is done for 10 minutes. In this line with the interview conducted by the researcher with English teacher told that:

“In implementing the Genre Based Approach (GBA), there are several stages that must be followed, namely Building Knowledge of the Field (BkoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). For instance, when I teach a specific text type, such as a procedure text, I begin the lesson by providing students with background knowledge and context about the topic. This stage is known as Building Knowledge of the Field (BkoF), where students are introduced to the concept of a procedure text, its purpose, structure, and language features. For example, in a previous lesson about procedure text, the students were given examples of procedure texts and we discussed together what a procedure text is, what its function is, and how it is typically organized. This initial stage is very important to help students activate their prior knowledge and become familiar with the topic before moving on to the next stages of the Genre Based Approach.” (Interview of Mr.D on May, 22nd 2025)

At this stage, students are looking at the white board and listened to the English teacher. (appendix VII) Students also answer what they know about procedure texts in general.

b) Modeling of the text (MoT)

At this stage the teacher provide an example of procedure text which was write in white board in front of the class. The teacher also provided explanation of the material to students. The teacher provided an explanation of the definition, social function, structure and language features of the procedure text. This is line with the interview conducted by the researcher with English teacher told that:

"It is appropriate, so before we teach, teachers first study and choose and think about suitable strategies to be given to students, so we exchange ideas, for example like this, what kind of method we use, and the steps so that students can easily learn it. Starting from creating materials that are in accordance with their majors. that way they will easily understand the definition, function, structure and feture of the language, this is also given in stages." (Interview of Mr.D on may, 22th 2025)

In this stage student read the example of procedure text carefully. Students also listened carefully to what the teacher said regarding the material being studied.

c) Joint Construction of the Text (JcoT)

At this stage the teacher provides sheets that will be worked on with their friends, the teacher gives instructions to them to understand the reading examples given and will come forward together to discuss it. This is line with the interview conducted by the researcher with English teacher told that:

"I tell them to load groups in one group there are 3-4 students, that way they discuss the material that I have given and it will be easier to understand" (Interview of Mr.D on may, 22th 2025)

In this stage, students read the example given by the teacher. Together they understand the reading example that has been given and note the important points in the reading example.

d) Independent Contruction of the Text (ICoT)

in this stage the teacher prepares sheets of questions to be done to students, students look for answers independently either from the web or books they have. This is line the interview conducted by the researcher with english teacher told that:

“preparing questions for students and asking them to work on the questions independently, in this position we can see the potential of each student in working on the questions” (Interview of Mr.D on may, 22nd 2025)

In this stage students work on the questions given by the teacher independently, analyzing the important points of the procedure text that they have learned during the study.

3) Post-teaching

At this stage the teacher reflected on the learning activities to students such as "Okay, we have done a very good job today. Most of you are active. I hope next time, you are all involved in the interaction. How did you feel during the lesson?, Is anyone still confused about today's material?". Then the teacher and students equated their perceptions to draw conclusions about the learning activity material. After that the teacher presented the agenda for the next meeting. Finally, the teacher closed the lesson with a group prayer and ended with closing greetings.

2. The difficulties faced by English teacher in implementing genre based approach (GBA) in teaching writing at SMKN 1 Kota Kediri

The difficulties faced by teacher is something that comes at the same time as carrying out a learning activity. There are several difficulties faced by teacher when implementing the Genre Based Approach (GBA) in teaching writing at SMKN 1 Kota Kediri. Researcher clarify the difficulties faced by English teacher in using GBA in teaching writing into two categories: extrinsic problems and intrinsic problems. Ertmer (1999) states that extrinsic problems as first order include access, time, support, resources and training, and intrinsic problems as second order include attitudes, beliefs, practices and resistance.

a. Extrinsic problems

1) Time

Another problem experienced in the classroom is the specific time clock and time duration. The English teacher said:

“usually when learning is done after student sports hours or the last hour is an obstacle for us in teaching, because usually at the end of the hour or afternoon hours it affects student concentration and there are also physical factors such as fatigue or drowsiness from students. The second according to the dean of duration, sometimes it is often a problem, when English does not use a block system. English in one week has a duration of 4 hours, now because it is divided into 2x a week, which means 2 hours of lessons, it makes its own difficulties because when giving assessments or writing questions it is not enough in duration or time.”(Interview of Mr.D on may, 22th 2025)

The results of the interview with Mr. Daniar, it can be concluded that there are 2 problems in the time of activities implementing the genre-based approach (GBA) is when English is in the afternoon after sports hours making students' concentration disturbed or sleepy and because it no longer uses the block system teachers often have difficulty.

2) Text Development

Text is a very important element in the implementation of GBA. Sometimes the themes of the texts in the books at school are difficult to understand. Therefore, teachers develop texts that match students' interests to increase students' interest in the learning process. English teachers said that:

“The school has facilitated us in English language learning by providing material books such as textbooks or lks, but the problem is because learning here is SMK (majors), the learning in the classroom must be contextualized with each of their vocations. While the books prepared by the school are books whose context is general or general, now that is a problem for us when teaching in class, where classroom learning must be contextualized with their majors. Automatically, the books available in general English are less efficient, so finally as teachers we make a solution by creating separate materials that are in accordance with their respective major classes. So like I teach in electricity I condition how my material becomes electricity. Like earlier I brought a bulb and a multimeter tool, why is that like that because my learning is related to electricity. That's what can't be given in general English.” (Interview of Mr.D on may, 22th 2025)

From the results of the interview with Mr. Daniar, it can be concluded that the difficulties faced by English teachers in implementing the genre-based approach (GBA) are learning materials, the school has prepared a textbook or lks but the material is general while this is a vocational school. So the teacher has to make the material relevant according to the student's major.

3) Low motivation in learning

One of the classroom problems experienced by students is that their motivation to learn decreases at certain times such as after sports and during the day.

“Now when discussing student difficulties that have an impact on our teaching activities, we first characterize difficulties in conditioning themselves and difficulties in learning English. Like earlier when they finished sports they were tired, the class hours in the afternoon made them sleepy, hungry, these conditions affected their psychological state. Now finally affecting English learning

activities that make them unfocused." (Interview of Mr.D on may, 22th 2025)

From the results of interviews with Mr. Daniar, it can be concluded that the difficulties faced by English teachers in implementing the genre-based approach (GBA) are the students' decreased motivation to learn due to several factors, such as English classes in the afternoon and after sports hours which load students hungry, unfocused and sleepy.

b. Intrinsic problem

Intrinsic problems relate to barriers or challenges that come from within the individual, such as his or her attitudes, beliefs or skills.

1) *Student interest in learning*

one of the problems in class about student interest in learning, teaching and learning activities in class will run smoothly if a teacher understands the interests of his students. English teacher said that:

"When at the beginning of the learning year I always make a diagnostic assessment, this can be said to be like a need analysis, as with this need analysis or diagnostic assessment we can find out a little about the needs of students because of the data that comes in and because this school is a high school learning more to practice, so to speaking and listening. So from there the material must be contextualized with the needs of students. Where students need more material that is spoken language or oral material, although there is also content that is also written or written such as reading, text and others that is still there and given but with a smaller portion. I provide material with written content because it will also be needed when they will enter a higher level such as entering university, they will work on questions in the form of reading or text this written content will be used when they enter that realm." (Interview of Mr.D on may, 22th 2025)

From the results of the interview with Mr. Daniar, it can be concluded that the difficulty faced by English teachers in implementing the genre-based approach (GBA) is student interest, a teacher must know the learning desires of his students and from the interview it can be seen how the teacher makes a diagnostic

assessment to find out the interests of his students at the beginning of the learning year.

2) *Limited vocabulary*

In learning English, mastering vocabulary is one of the keys to a smooth learning process. When not mastering students will have difficulty in the learning process.

“The 5 aspects of difficulty found in students are vocab, grammar, pronunciation, fluency and interlockout all of which are a problem for students. especially vocab related to majors. This is very unfamiliar to those who do not understand it. about understanding interlockout or understanding the interlocutor, most of the students do not understand what the interlocutor is saying and in other cases they understand but because there are those who are not confident or shy they are a little difficult to respond or answer.” (Interview of Mr.D on may, 22th 2025)

The results of the interview with Mr. Daniar. It can be concluded that the difficulty faced by English teachers in implementing the genre-based approach (GBA) is the lack of vocabulary knowledge in understanding reading or words.

3) *Difficult understanding*

Conversation is important in the learning process activities in the classroom. With conversation we can get a lot of information, but for some students this is a difficulty for them.

“The 5 aspects of difficulty found in students are vocab, grammar, pronunciation, fluency and interlockout all of which are a problem for students. especially vocab related to majors. This is very unfamiliar to those who do not understand it. about understanding interlockout or understanding the interlocutor, most of the students do not understand what the interlocutor is saying and in other cases they understand but because there are those who are not confident or shy they are a little difficult to respond or answer.” (Interview of Mr.D on may, 22th 2025)

The results of the interview with Mr. Daniar. It can be concluded that the difficulties faced by English teachers in implementing the genre-based approach (GBA) are students' lack of understanding and confidence when they have a live conversation.

B. Discussion

Based on the data collected by researcher, there are two findings generated in this research, namely: How do English teachers implement the steps of GBA in teaching writing at SMKN 1 Kota Kediri. And What are the difficulties faced by English teachers in implementing GBA in teaching writing at SMKN 1 Kota Kediri.

Based on the observations and interviews presented above, the implementation of GBA in teaching writing has been carried out in accordance with the steps: BKoF, MoT, JCoT, ICoT. This is in line with previous research by (Zebua & Rozimela, 2020). that in Indonesia, the stages of GBA have been adapted to the 2013 Curriculum by following kamaliah's theory (2022). kamaliah (2022) states that GBA has four stages, namely BKoF (Building Knowledge of the Field), MoT (Modeling of the Text), JCoT (Joint Construction of the Text), and ICoT (Independent Construction of the Text). At the BKoF stage, the teacher shares experiences with students and discusses the learning objectives for the material to be learned. This is in line with previous research conducted by Angraini and Rozimela (2019) in their research in junior high school that at the BKoF stage students are asked in general about students' prior knowledge.

At the MoT stage, students are given the opportunity to see examples of procedure texts. In addition, the teacher also explains the definition, social function, structure, linguistic features, and characteristics of procedure text. This finding is in line with Fanani's (2018) theory which states that in MoT there are several elements such as cultural context, social function, scheme structure, linguistic features, and the use of spoken language to focus on written text. Teachers and students discuss and explore the text and its main grammatical features.

Meanwhile, in the JCoT stage, students work on developing genre texts with the help of the teacher, and the teacher reduces his/her contribution gradually as students' control over their writing increases. This is in line with previous research conducted by fanani (2018) which states that the purpose of this stage is for teachers to work together with students to develop the target text. However, Angraini and Rozimela (2019) stated that at the JCoT stage the difficulty faced by teachers is the lack of student participation. Sometimes students are unwilling to actively participate in their groups because they depend on other students to complete the task.

At the ICoT stage, students find and analyze the social functions, structure, linguistic features, and characteristics of the report text independently. This finding is in line with the theory of Fanani (2018), that the teacher gradually reduces his role in guiding students, so that students can compose texts independently. And this is also supported by Sari's (2019) previous research findings at this stage the level of achievement was reached in the conclusion and the criteria for the related results because the students' work in ICoT was better than in JCoT. However, Angraini and Rozimela (2019) in their research stated that in carrying out the ICoT stage, most teachers were forced to instruct students to work at home or continue at the next meeting. In interviews conducted by researchers at SMKN 1 Kota Kediri, English teachers experienced difficulties caused by time constraints. Fanani (2018) in his research shows that teachers have fully implemented GBA and it works well with students at the beginner level.

In addition to these findings, the interview analysis also revealed some of the teachers' difficulties in implementing GBA. The results showed that in GBA learning conducted in the classroom, before teaching at least the teacher must prepare materials that are relevant to the students' majors when teaching in class. This is because this is

a vocational school (SMK) so each department has different lessons even though the school has prepared LKS books but they are general. Another factor If learning is done during the day, students lack concentration and are easily sleepy. This causes students to lack concentration in learning. Several other studies have found difficulties experienced by students, such as: prakoso (2021) in his research found that students' difficulties in writing skills, this refers to a lack of understanding in terms of grammar and vocabulary Nurmalasari and Haryudin (2021) stated that students have difficulty when they want to interpret a text, due to a lack of knowledge in translating each word. In the interview analysis, it was mentioned that other difficulties faced by English teachers in implementing GBA in teaching writing are the students' lack of vocabulary and time allocation in learning. This is because students study in a tired state because after sports hours and during the day. Therefore, students feel tired and lack concentration. This is in line with Ummah (2019) in her research who found that teachers also faced some difficulties, especially regarding difficult word and time allocation.

C. Novelty

The novelty of this study lies in its specific focus not only on examining the general effectiveness of the Genre-Based Approach (GBA), but also on highlighting the crucial role of teachers in adapting genre-based teaching materials to suit the various majors in vocational high schools (SMK), particularly in writing instruction. Unlike previous studies that primarily assessed student learning outcomes or the quantitative effectiveness of GBA, this research provides a descriptive account of how teachers contextualize genre-based materials for students' vocational fields, the obstacles encountered, and the solution strategies applied in teaching writing using the GBA approach in a vocational school setting.

Moreover, this study uniquely addresses specific situational factors in vocational schools, such as time constraints, students' learning conditions after physical activities, and the importance of tailoring English materials to students' majors — aspects that have rarely been explored in previous similar studies. Thus, this research contributes practically and enriches academic literature on the implementation of GBA within the vocational education context in Indonesia.