

**THE USE OF GENRE BASED APPROACH IN TEACHING
WRITING OF SPOOF TEXT AT THE ELEVENTH YEAR
STUDENTS OF SMAN I KRIAN**

THESIS

Submitted in partial fulfillment of requirements for the degree
of Sarjana Pendidikan Islam (S.Pd.I) in teaching English



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ABSTRACT

Istiqomah, Nurul, 2011: The Use of Genre Based Approach (GBA) in Teaching Writing of Spoof Text at the Eleventh Year Students of SMAN 1 Krian

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Key words : Genre Based Approach (GBA), Writing spoof text

Writing is one of four skills that are taught in education curriculum. Others skill are Speaking, Listening, and Reading. All of them have related one and others. Writing is a way of the writer to expresses his ideas or something on papers to the reader. In this study, the teacher used Genre Based Approach as a strategy to teach writing spoof text. This study focus on two problems, first, how is the use Genre Based Approach in teaching writing spoof text applied by the teacher in SMAN Krian? Second, what are the problems faced by the teacher in teaching writing spoof text using Genre Based Approach in SMAN 1 Krian?

The study was conducted in SMAN 1 Krian because the researcher found out that the curriculum that used in this school including Genre Based Approach. The design of this study was a descriptive research. It was done in four observations. The instruments used in this study consisted of observation field transcription, observation checklist, interview guideline question and the document.

Finally, after analyzing the data, the finding showed that generally the English teacher used all stages in teaching learning process that has related with the Genre Based Approach in teaching Writing of spoof text. The teacher used the stages well with her way that she thought can make her students easier to understand the lesson. Although, in one of the observation was done by the researcher, the situation uncomfortable by the students. The teacher can solve that situation. According to the observation that was done by the writer, the problem faced by the teacher was various. Such as: the limited time to teach the lesson, the confidence of the students, and difficulty to understand the text. To solve the problems, the teacher tried hard to managed the time in shared the materials, she gave motivation to the students to always ask if they have difficulty and reminded them to study again the lesson at home, and patiently to always give them explanation to make the students understand the text.

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of Genre Based Approach in teaching writing spoof text at the eleventh year students of SMAN 1 Krian as a subject for her study because when the researcher doing her Real Classroom Practice in that school, she was knowing that the curriculum in that school use Genre Based Approach in teaching English language. The other reason is because as the writer known that spoof text ever used to observe yet. In that time the researcher just had little chance to know how the teacher taught use Genre Based Approach.

So, the observer wants to know more about Genre Based Approach that use in the SMAN 1 Krian. The observer also choose the eleventh year student as an object for her study because the spoof text that has related with the researcher's title, it is learned in this semester at eleventh grade.

B. Statement of the Problem

Based on the reason presented in background of the study, the problem of this study is:

1. How is the use Genre Based Approach in teaching writing spoof text applied by the teacher in SMAN Krian?
2. What are the problems faced by the teacher in teaching writing spoof text using Genre Based Approach in SMAN 1 Krian?

C. Objective of the Study

1. To know how the Genre Based Approach in teaching writing spoof text is applied by teacher.
2. To know the problems faced by teacher in teaching writing spoof text using Genre Based Approach.

D. Significance of the Study

The researcher expects Genre Based Approach teaching learning method can contribute for the professional development of English teacher, the improvement of students' achievement, and other researchers.

1. for the English Teacher

The result of this research hopefully can give advantages for the English teacher. They can use Genre Based Approach as an alternative way to teach English especially teaching about type of text in writing and to improve students writing ability.

2. for the Students

The result of this research hoped to be able to engage the students more in writing classes and improve their achievement especially in writing.

3. for other Researcher

The result of this research can give references to the next researchers to conduct further research in which focus on other kinds of teaching writing of

spoof text using Genre Based Approach (GBA). Then, it can give information for them to conduct further researches which focus on other kinds of teaching writing.

E. Limitation of the Study

In this study, the writer limits the problems on using Genre based Approach (GBA) in teaching writing of spoof text. The subjects of the study are the English teacher and the eleventh year students of SMAN 1 Krian. The study focusing in answering two questions: the use of Genre Based Approach by the English teacher and the problems faced by the teacher in teaching writing of spoof text using Genre based Approach.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the meaning the term in this study, definition of key term is provided. It is hoped later on, the readers will have the same interpretation in understanding this study.

Those terms are:

1. Genre : a particular style or type of text, especially of work of art or literature.¹⁰
2. Approach : a way of dealing with something, a way of doing something.¹¹

¹⁰ A. S. Hornby. *Oxford Advanced Learner's Dictionary*. (New York., 1995), p.492

3. Writing : a way of communication, in which a writer expresses their ideas or something on papers to the readers.
4. Spoof : a text which tells factual story happened in the past time with unpredictable and funny ending.¹²
5. Eleventh grade : the students who are in the 16-17 years old in the second level at SMAN 1 Krian.

G. Systematic of Presentation

CHAPTER I : Introduction

This chapter provides the background of the study, problem of the study, objective of the study, significance of the study, limitation of the study, the definition of key terms, and the systematic of presentation.

CHAPTER II : Review of Related Literature

This chapter reviews the understanding theory used in the study concerning with the writing ability and descriptive research. To be more specific, this

¹¹ Ibid. p.49

¹² Joko priyana Ph.D, et al, op.cit., p.167

review discussed about : Nature of genre, genre based approach, stages in genre based approach, nature of writing, the importance of writing, process of writing, and spoof.

CHAPTER III : Research Method

This chapter is focused on a description of the research design, subject of the study, data collection technique, research instruments, and data analysis.

CHAPTER IV : Data Analysis

This chapter is focused on data presentation and discussion of the research concerning with the glance description of the research object, the description of teacher activities in use of genre based approach, the description of activity in the classroom and the problem faced by the teacher when they use the genre based approach, and discussion of research finding.

CHAPTER V : Conclusion and Suggestion

This last chapter will mainly present the conclusion and the suggestion of this thesis.

Arapof states that writing has certain structural differences from speech.¹⁸ Writing generally has longer sentences, what might be two or three sentences in speech is often only one sentence in writing. Therefore, a writer must learn how to combine the short sentences of spoken English by using sentence connectors or by modification. Since the writer cannot face his reader and cannot use gesture and mimicry to convey ideas, writing is considered difficult for everyone to master.

It means, although English is not our mother tongue (to us, Indonesians), we have the responsibility to express our written ideas semantically and grammatically acceptable. A writer once again ought to give the best when he or she writes. He has to be able to organize ideas, words and sentences clearly so that the readers can understand his messages and they will not spend more time and energy in trying to comprehend them.

B. The Importance of Writing

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his readers directly.

¹⁸ Nancy Arapof, *Writing: A thinking Process. The Art of TESOL II*, (Washington, 1975),

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.¹⁹ It is agreed that writing is one of the most difficult skills, but it is not denied that writing is a basic skill which is necessary for success on the real world and as complements of the other language skills. According to White, writing is important because it has a power as a permanent record, as a form of expression and as a means of communication. Interestingly, writing can help someone to solve the problems, to understand people better, and to communicate clearly.²⁰ It can be concluded that with writing, someone can help someone else and other advantages about writing that importance for people.

If person writes badly, not only will his weakness in writing be recorded against him, but his ability in other aspects of his work may be obscured. On the other hand, if someone writes effectively, he will not only receive credit for being a good writer, but will also find it easier to gain recognition for his other abilities. There are productive skill and receptive skill in learning language that should we master. Receptive skill are the ability to understand the spoken language (listening) and the ability to understand the written language (reading) while productive skills involve speaking and writing.

¹⁹ J. B. Heaton, *Writing English Language test-New edition*, (New York: Longman inc, 1975), p.135

²⁰ Ron White and Valerie Arndt, *op.cit.*, p.1

motivator. It means that the teacher should motivate their students to have eagerness and interest in writing. Second, a teacher should be function as a facilitator. It means that the teacher helps the students to engage in the thinking process of writing without imposing or interrupting his own thoughts, ideas. The last, a teacher should be function as a monitor. It means that the teacher should monitor the student's progress in writing.

In short, from the statement above, it can be understood why writing is supposed to be a process. According to Carter et al, the writing process provides an opportunity for a writer to state and refine his thought until he has expressed himself as clearly as possible.²² Commonly, there are three main stages in the writing process, i.e.; pre-writing, writing, and post-writing.

1. **Pre-writing** is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus²³. Pre-writing, the first phase of writing, is often called the invention stage. In this process, a writer should discover the ideas and learn to guide the process deliberately by using formal procedure or pre-writing strategies for analyzing and searching. Before writing, students need to determine what to write and should have something meaningful to convey.

²² Carol Carter, et. al., *Keys to Effective Learning*, (New Jersey: Prentice Hall, 2002), p.250

²³ Alice Oshima and Ann Hogue, *Writing Academic English 3rd Edition*, (New York: Longman, 1991), p 6

Writing activities should be conducted from controlled to free activities.²⁴ It means that the teacher has to teach controlled writing activity first, like copying, matching, and dictation. After that the students can move to guided activity.

When teaching writing, the teacher should lead their students through several stages over a long period of time- the length is depending, as usual, on their age, interest, capacities, needs to a freer stage where they are able to write a composition or essay on a topic of interest. However, in the writing process the teacher's role is not only to ask the students to write but also to develop a brainstorming activity for the students.²⁵ The teacher must discuss with the students about what the students have to do and the aim of doing the task. This activity can helps the students to develop their writing easier.

E. Nature of Genre

The word genre itself comes from The French (originally Latin) word for kind or class. Genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of texts it also supplies possible pedagogical applications. Other explanation that genre is widely used

²⁴ W. A. Scott, and Lisbeth H. Y, *Teaching English to Children*, (New York: Longman Inc, 1990), p.69

²⁵ Abbot, et. al., *The Teaching of English as an International Language: A Practical Guide*, (London: William Collins Sons and Co. Ltd, 1981), p.142

can be started from nouns, verbs, and the structures used in the text which are going to be discussed, such as how to be made a noun phrase which is used in a sentence as a subject or object. The interactions mostly happen between teacher and class, and students and students. This stage also focuses on the content information and the language of the genre of the text is going to be used.

2. Modeling of Text (MOT)

This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. In this stage, the teacher demonstrates a number of model texts in particular genre, in this case spoof genre. The text is introduced as reading comprehension and interpretation. It means that the students should understand what the text is about, not only understand the explicitly but also understand the about the message which is implied from the text.

The students are required to be able to answer the question related to the text, such as anticipating both the form and content, identifying the main ideas, recognizing and recalling specific details and etc. in this stage, the generic structure and the characteristics of language feature are discussed more deeply. Through the model text, teacher and class work together exploring the social function,

schematic structure, and linguistic features of the text are using spoken language to focus on written text.

3. Joint Construction of Text (JCOT)

In this stage, when the students are already familiar with all the features of a particular genre, teacher and students work together to construct texts that are similar to the text that have already being learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text. The students enter into more active participation in learning to write in a spoof genre. There are two distinct stages of the JCOT phase:

a. Preparation for joint writing of a text in the genre.

The students make decisions about how they are going to gather information, ideas, opinion, to order them and to integrate them in the writing. In here also includes activities like: observation, research, interviews, note making (brainstorming), discussions, rehearsing and role play.

b. The actual co-writing of a the text

The students should make a note/outline of the text in groups and shape the notes into continuous composition, jointly construction a text in small groups will give individual students

with Genre Based Approach that the teacher use and observation checklist. The researcher were used the teacher activities as taking notes to complete the data.

1. Observation : To collect the data dealing with Genre based Approach that the teacher use. The researcher use non participant observation. It is mean that the researcher as an observer did not participate in the group activities and does not pretend to be a member. In non participant observation, the researcher just sit on the sidelines and watch, they are not directly involved in the situation they are observing³⁴.

Observation is primary technique to collect the data. The observer was observed all the teacher activities in a classroom through four stages in teaching writing that used by the teacher. The researcher also observed the problems faced by the teacher for teaching in a class.

Here, the writer also used observation checklist to complete the data for her research. In the observation checklist included several items that used to measure the teaching learning process that has done by the teacher has appropriated with the theory in this thesis or not.

³⁴ Ibid, p.391

To complete the data of this study, the researcher also put the syllabus from the English teacher. (See Appendix IV)

1. The Analysis of Observation

2. The Analysis of the interview

The data through the interview were analyzed by using descriptive analysis. The researcher would interview the teacher as the informant; the notes which used supported the data in observation. Here, the writer described all about the answer of the teacher of the writer's question in the interview guidelines. To minimalism the mistakes of the teacher's answer, the researcher ask again to the teacher in the end of interview session.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter mainly discussed the finding of the conducted research and interpretation of the data to answer the research problem stated in the first chapter. They are: (1) how is the Genre Based Approach in teaching writing spoof text applied by teacher? (2) What are the problems faced by teacher in teaching writing spoof text using Genre Based Approach?

A. The Results

1. The Result of Applying Genre Based Approach in Teaching Writing

The writer would describe it from first observation until fourth observation as follows:

a. First observation

The first observation was held on July, 28 2010. In the first observation, the writer observed the teacher coming to the class on time at 08.10am and greeted all the students of XI A 7 by used some expressions, such as: Good Morning students, How Are You Today? And so on. Then the teacher checked the attendance list. Here, the writer also wrote the conversation that happened in the classroom.

T : "Good Morning my students....?"
 Ss : "Good Morning Mom....."
 T : "How are you today?"
 Ss : "Fine.....thank you and you....?"
 T : "I am fine too. Thank you.
 Firstly, I will check your attendance list. Aini...?"
 Ss : "Absence Mom....."
 T : "Is she sick?"
 Ss : "Tidak tahu Bu....."
 (The teacher call the name of students one by one until entire)
 T : "OK, Are you ready to start our lesson today?"
 S : "Yes....."

From the conversation above between teacher and students, the writer argues that there is no homework for the students in the last meeting. Then, the teacher continued to the next activity. The teacher gained their (students) knowledge about the topic of the text that would be learnt today? The teacher also explained briefly the aims of the lesson that they learned.

The topic of the lesson is amusing experience. The amusing experience based on their real experiences or usually happened in their environment. The teacher asked some questions that had related with the text, such as: Did you have any amusing experience? Have you ever read a funny story? Here, the writer also writes the conversation that happened in the classroom.

T : "Did you have any amusing experience?"
 S : "(Confusing). What is that Mom.....?"
 T : "Do you bring your dictionary? Please open it."
 S : "Yes Mom."
 (The students looked for the meaning of the word in their dictionary for several times). Artinya menghibur ya Mom?

From the conversations above, the teacher and the students discussed about the homework. The teacher asked the students to read the text and ask if they got the difficult words or not. After the students finished reading the text, the teacher checked the answer of the students about the questions that has related with the text. It was done to measure that the students' understanding with the text. Those activities was done to appreciate the students' work and reminded about the last lesson. It was purposed that the students reminded with the lesson that was given by the teacher in the last meeting, because the text has same type with the text in the last meeting. Finished discuss the text as homework that given by the teacher, the teacher would continue to the next activity.

The students asked to reading for comprehension, the teacher would be reflecting on text and information organization. While the students read a passage, the teacher walks around in the students to monitoring the students' activities. After reading, the teacher would continue to the next activity. It was reflecting on text and information organization. Here, the teacher explained about the generic structure and language features of spoof text. To make clearly, the teacher use projector to explain more about the generic structure and language features. So, the teacher did not spend time wrote the explanation on

the white board. In this case, the students were expected to understand easily about the information that given by the teacher.

After the explanation finished by the teacher, the teacher asked the students to identifying the text for found the generic structure and language features. Then, the students asked to make sentences related with the tense that explained before. In this case, the teacher wants to know how far the students understand with the tense of the text. Here the conversation between teacher and students.

- T : "Listen my students, after my explanation about the generic structure and language features the text that discuss today. I want you to identifying about that from the text that I have given to you. Do you understand what I mean?"
- S : "Yes mom.....all mom?"
- T : "Yes of course. Is there any question about my explanation before?"
- S : "Not now mom.....maybe later." (All the students laugh)
- T : "it is ok. Do not shy to ask question to me if you have difficulty. Ok, start your work now!"

While the students do the teacher's asked to them. The teacher walked around in the class to check the students' work and helped the students whether or not they got difficulties. After the students finished their work, the teacher asked them to change their work with their friend's work beside them. After checked together, teacher gave comment directly about their work. Here, the teacher could give them advice and criticism. She also showed the students' errors in making

sentences.

Before the teacher end the lesson, the teacher asked students to found the generic structure and language features from the text on the textbook and write down on the piece of paper at home as homework. The teacher leaved class by greeting all students.

c. Third Observation

The third observation was held on August 4, 2010. In this stage, the teacher also did several activities. The teacher came to the class at 08.10 am and greeted all students with some expressions, such as: Good Morning my students? How is your life today? And so on. Then teacher check the attendance list of students. The writer also writes the conversation that happened in the classroom.

T : “Good Morning my students....?”

Ss : “Good Morning Mom?”

T : "How is your life today?"

Ss : "Fine.....thanks and you?"

T : "I am fine. Thank you. Where is your another friends?
I see that the member in this class is not complete."

S : “Ada yang sakit dan ada yang ikut rapat osis Bu....”.

T : 'Dimana surat ijin dari teman kalian yang ikut rapat osis?'

S : “Here Mom. (One of the students stands up and gives the letter?”

(After that the teacher call the name of students in the attendance list one by one)

T : “Ok, have you done the homework that I given to you in the last meeting?”

S : "Yes Mom....."

T : "Ok. Submit it right now."

In the next activity, the teacher asked students to submit

their homework. The teacher also asked the students about whether they have understood about generic structure or not. There are few students that still confused with the general structure. Then the teacher gave brief explain slowly, in order the students can understand more about generic structure of the spoof text.

Then, the teacher continued in the next activity. The teacher asked the students to do three things. There were, the students were constructing uncompleted text in a group, submitting it without presenting, and giving comment together. In this step, the teacher gave uncompleted text and asked the students to complete it. The teacher divided the class into small groups. Because the member of the class is not complete and just there are thirty students. So, each group consisted of five students. Here the conversation when the teacher asked the students to make group.

T : “Listening my students.... Firstly, I want you to make a group consist of five students. Secondly, I want you to count from 1 until 6. Last, who get number 1 be the group 1, number 2 be the group 2, and so on. Then, the first group sits here (the teacher pointed toward the seat on the right of her), that is for group 2 (the teacher pointed toward a few seat behind of the first seat that has she pointed), group 3, and so on. Do you understand?”

(The teacher speaks louder but did not faster when giving instructions to the students)

Ss : "Yes Mom....."

T : "Ok, now start count from the girl in the front right corner. After that, sit on the place that I have told you before. Each group must make a text with

grammatically correct. I will give you 45 minutes to make it. Can we start now?"

S : “Yes Mom.....the time was not enough.”

T : “Your member in a group is enough I think. That is the group used for, to make easier you done your work. Because, several brains are better than one brain. Ok, do not waste the time.”

(The students started to count and sat on the place by them self. Then the teacher shared uncompleted text to finished by the students)

On the conversation above, the teacher gave students instructions how to make groups. To make the instructions understandable by the students, the teacher spoke slowly. Then, the teacher asked each group to continued uncompleted text related to the material that has given by the teacher in the last meeting. In this activity, the teacher asked students to use generic structures and language features correctly. Although the students work in group, the teacher demanded them to participate in making a text, such as they could, give their idea. When the students were busy, the teacher monitored them one by one. This was done by the teacher to help the students whether or not they got difficulties. Several students from each group looked ask questions to the teacher when the teacher walked around checked the students' work.

After finished in making a text in a group, each group should consult their works to the teacher. Here, the teacher would give them advice in order they could improve their works. It also can make the

students know where their wrong in completing a text. After that the teacher asked to the students to submitting their group work. In the last minutes before the class over, the teacher asked students gave comments about their lesson that day. Before leaving the class, the teacher reminded them to learn more about how to make text at home. The teacher leaved the class by greeting all students.

d. Fourth Observation

The fourth observation was held on August 9, 2010. In this stage, the teacher also did several activities. The teacher come to the class at 10.55 am and greeted all students and checked the attendance list as usual. Here, the classroom activity was same as in the last meeting. They were constructing a text, submitting it, and giving comment. But there was little different in this stage was the students must work individually to make a text. The writer also writes the conversation.

- T : “Good Afternoon class?”
S : “Good Afternoon Mom.....”
T : “Who is absence today?”
S : “No one Mom.....”
T : “Good.....Do you know what we are going to do today?”
S : “No Mom.....”
T : “We will learn to make a text individually. This activity has purpose to know how far you understood with the lesson that had given by me. It is also to know your writing ability.”
S : “Mom.....why not in the group again....?”
T : “In the last meeting you have work in a group, right?”

Now, it is time to you to try makes a text by yourself. Is there any difficult about a text that we have discussed in the last meeting?"

S : "Yes Mom.....little."

T : “Ok, you can ask me in while you make a text. Don’t be shy or afraid to ask me if there are difficulties.”

(The teacher shared a paper that used by the students to make a text individually)

From the conversation above, the students asked to make text individually. In this stage was also a time for the teacher to know their students' ability in making a text. While the students were doing their work, the teacher monitored them by walked around the class whether they got difficulties or not. When the teacher monitored the students' work, she also reminded them to use generic structure and language features correctly. In this case, the students must make outline first in order to created text could be grammatically correct. Then the students develop outline into good paragraph.

After the students finished their works, each student should consult their works to the teacher. Only several students that looked consult their work when the students finished their work. The other students consult their work while the teacher monitored their work by walked around the class. Then, the teacher would give them advice in order they could improve their works. When the time out, each student submit their works. Here, the teacher gave them comment directly by writing. The teacher gave them criticism and advice on their work. So,

the students were expected to be able to create the text individually.

In the last minutes of the lesson, the teacher asked the students to give comment about their lesson in that day. Before leaving the class, the teacher gave the students advice in order to make a text better and always trying to make a text at home. The teacher leaving class by greeted all the students.

2. The Problem Faced by the Teacher in Teaching Writing Spoof Text using Genre Based Approach

After interviewed the English teacher, the writer found that the data about the teacher's problems in use Genre Based Approach in teaching learning process in a class. The teacher got difficulties not only from the teacher but also from the students. The teacher got difficulties from herself such as: managed time and to found another material. To solve those problems, the teacher gave more homework for the students in order to more understandable with the lesson. Although the teacher could not operate the computer well, but the teacher could asked her daughter to help her. And she can share with other English teacher in the school.

The teacher also got difficulties from the students such as: the confidences of the students to asked question if they were in difficulties and the noisy situation when the teacher asked students to work in group. From interviewed the teacher, the writer knew that to solve the problems,

the teacher almost given motivation to the students to be more confidence and brave to ask if they have difficulties. Because if they afraid to ask, they will suffer losses. For the second problem, the teacher tried to observed them accurately and remind them if they noisy, their work could not be finished.

B. Discussions

To know how far the teacher use Genre Based Approach in teaching writing of spoof text and the problem difficulties faced by the teacher in SMAN 1 Krian. Here, the writer analyzed and described the result of observation and interview. The writer got the data from four meeting or observation during the teaching learning process that happened in the classroom. The writer observed the entire teacher doing in teaching the materials. Here is the more explanation about the stages that used by the teacher in teaching learning process based on Genre Based Approach.

1. Building Knowledge of the Field

In this stage, the teacher shared knowledge with the students by giving questions to them. The questions were related with the topic of the text. It is done in order to stimulate the students to guess what the topic will be discussed in the class. The topic was from students' experience. In this case, the teacher and the students interacted to each other.

Here, the teacher and students also discussed vocabulary and

grammar. The teacher asked students to participate in developing vocabulary. The teacher asked the students to read the text and gave underlined to the difficult words on the text and looked for the dictionary. After that the teacher asked students to make sentences based on the tense that is being discussed. In this stage, the teacher also explained grammatical pattern of the text. So, the students could try to make sentences well.

According to the explanation above about the teacher's act in the class, the researcher can concluded that the teacher has done the activity based on the theory of building knowledge as the first stage. in the teaching learning process the students expected to answer the questions from the teacher in the beginning of the lesson.

2. Modeling of the Text

In this stage, reading was more dominant language skill. It could improve their reading comprehension. The teacher asked the students to read the text and answer the question based on the text. Then the teacher asked them to read by turns and the teacher explained generic structure and language features of the text to the students. This activity aimed to make the students understand more about the text.

Here, the teacher also asked the students to make sentences based on the grammar correctly. The students did not get difficulty when make sentences based on the grammar. After that the teacher checked the

students' works with their friend beside them, in order easier for the students to know their errors. The teacher also gave correction and advice directly about the students' work.

According to the explanation above about the teacher acted, the writer can concluded that not all the activities in the theory of this stage done by the teacher, like demonstrated a number of model texts in particular genre, the interactions not only teacher and students but also between student and student So, it was better if the teacher used all the step in this second stage to introduce the students about the model of the text that be the main purpose of this stage.

3. Joint Construction of the Text

In this stage, the teacher shared the students in several groups. It has purposed to teach them work together with other people. Here, the students could share their ideas and discussed to find the way to make a good text or to constructed the text. The teacher asked students worked in a group. This activity aimed to teach them work together and shared ideas with someone else.

While the students busy with their works, the teacher observed them by walked around to each groups, monitored them. It has aimed to check the students whether they joint in their group or not and if the students have difficulties or not. So, the students can ask to the teacher if they got difficulty.

After the groups finished the assignment from the teacher, they must be consulting their work to the teacher in order the teacher can checking their work before submitted. It aimed in order they know what errors that they have done in making a text or they got advice from the teacher to improve their writing better.

The writer observed that the students done well what the instruction of the teacher and the teacher also done well her part to keep monitored the students. Although, the usual problem happened when group work applied, like not all the member of the group joint in their group to help each other. The teacher keep tried hard to help the students.

4. Independent Construction of the Text

In this stage, the teacher asked the students to make a text individually with generic structure and language features correct. It aimed to know how far the students have understood with the lesson that has learned before. After the students were finished their works, the teacher asked them to consult their work. It aimed to improve their work. Then the teacher gave them comment directly, in order to show them the error that have done by them. The final activity was the teacher asked them to submit their works. The teacher also advised them to keep trying making a text at home.

According to the explanation above, the writer concluded that in

this stage the students done well the teacher's assignment. They (students) do not afraid to ask to the teacher if there have difficulties to finish their works. The way of the teacher to help the students by walked around them was ran well to minimize the time for the students consult their work individually that almost a lot of spent the time.

After interviewed the teacher in her room, the writer got the information about the teaching learning process in the classroom. The teacher said that she used the Genre Based Approach as teaching learning approach since she joined the meeting of MGMP. In that time, the meeting discussed about the new curriculum, it was called curriculum based competence or known as 2004 curriculum. According to the English teacher, genre based approach in teaching English identical with communicative approach. So, it was more effective. The students more interesting because previously they gave stimulus and the students more participated with the lesson, said the teacher.

In teaching learning process, the teacher applied four stages. It was called Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT). Firstly, Building Knowledge of Field, in this stage the teacher gave supplies to the students such as: grammar, vocabulary, and scopes that would reconcile to the text that would be discussed. The ways that teacher done such as: giving questions show some pictures, and so on. Secondly,

Modeling of Text, in this stage the teacher explained about the generic structure and language features of the text that would be learned. The teacher also asked the students to read the text. It aimed for improving their reading comprehension. Thirdly, Joint Construction of Text, in this stage the students were asked to work in a group. It aimed to teach them to work together and learn to receive opinion from other persons. In the last session of the lesson, the teacher gave advice and criticism for the students' work. Finally, Independent Construction of Text, in this stage the students made a text individually. And a text must be correct on generic structure and language features.

The problem faced by the teacher in teaching learning process was various. The teacher said that every teaching learning process, the problem was the limited time to convey the material of the lesson, especially in speaking. In the SMAN 1 Krian there was SEC class or Special English Conversation class. In that class only taught one skill, it was speaking that taught by different teacher. To solve the time's problem, the teacher gave more assignment or homework to the students (work in group or individually). It aimed to make the students more understand with the material lesson. Other problem faced by the teacher was the confidence of the students in asks question to the teacher if they have difficulties. The teacher patiently gave them motivation to be confidence.

The students' response in applied the genre based approach by the

teacher was good. The students more active to received the lesson. And the teacher said that the goal of teaching learning was reached. According to the teacher, the curriculum at this time has appropriate because the contents was compact.

In conclusion, the teaching learning process used genre based approach ran well. The four stages have done by the teacher in teaching learning process. Although, the teacher got difficulties from herself and from her students, she always solves the problem wisely. The students also work hard to receive the materials of the lesson from their teacher. The teacher also tried to be creative in found the best way to teach the students, in order to make the students easier to received the material of lesson.

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2. According to the observation that was done by the writer, the problem faced by the teacher was various. Such as: the limited time to teach the lesson, the confidence of the students, and the noisy situation when the teacher taught them in a group. To solve the problems, the teacher try hard to manage the time in sharing the materials and gave more homework or assignment to the students in a group or individually, the teacher gave motivation to the students to always ask if they have difficulty, the teacher also patiently taught them whether the students noisy. The teacher always reminded them to study again the lesson at home.

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