

TEACHER'S DIFFICULTIES IN TEACHING READING BY USING GENRE BASED APPROACH

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ABSTRAK

Penelitian ini menganalisa kesulitan guru bahasa inggris dalam mengajar skill membaca melalui pendekatan genre based. Penelitian ini bertujuan untuk mengidentifikasi kesulitan guru dalam mengajar membacajenis-jenisteks dengan menggunakan Genre Based Approach.Penelitian ini adalah penelitian deskriptifdengan menggunakan observasi dan wawancara sebagai instrument penelitian.

Key words: difficulties in teaching reading by genre based approach

INTRODUCTION

Reading is one of the essential skill in English. By reading, the students are required to understand the meaning of writing, in order to achieve the goal of understanding and fluency. In other words, reading skill are special skills that enable learners: to read the form of written text as a meaningful language, to read fluently and comprehend the text, and to be able interact with the message. Reading is the ability that a person needs to be able to understand easily and smoothly without depending on other's assistance. This should be the goal of each lesson to read and should be improved as learners progress from the beginning. They acquire this skill through practice and observation. Learners must develop certain skills that will help them understand whay they read.

Reading takes an important role in learning English. By reading, students can gain a lot of knowledge and improve their language skill. Many experts define reading with different views. According to Burnes (1991:48), reading is not a mechanical passive task. It involves evaluating and using what is read. It is a thinking reasoning activity. Readers need to bring to bear on the task knowledge which they have built up by accumulated experience or a period of time and match it against the text.

Burnes (1991:45) also stated that reading is comprehending written discourse. It is an interactive process in which the reader engages in an exchange of idea with an author via the text. It is the process which transfer meaning (massage) from the writer to the readers. The transfer processes will run if the reader can catch the writer'smessage. Message itself expresses the idea of writing, opinion, knowledge, fact, etc.

There are some reading components that should be focused on comprehending reading texts. King and Stanley (1989:330) stated that there are five reading components that may help students to read carefully. Those are: 1). finding factual information: it requires students to scan specific detail of the text. It usually appears with guessing question word. 2). Finding main ideas: it is the main topic that is being descussed in a paragraph in which help students to guess what paragraph is about. Main idea can be found in the first, middle, or in the last sentence of the paragraph. 3). Finding the meaning of vocabulary in the context: students can guess the meaning unfamiliar word with him/her by relating them to the surrounding words or the words that appear around them. 4). Reference: reference words are the same words or phrases found in several time in the paragraph. They are usually short and very frequently pronouns, such as she, he, it, they, her, him, and many others. 5). Inference of reading text: students are expected to make accurate prediction. The prediction can made by correctly interpreting the indicators a writer's gives.

Face to the requirements of competence in reading, it would be difficult for the students to fulfill them. So, the students do not show good result in their reading skill. They were unable to get information from the text, such as: to identify the topic/main idea, purpose,

detail information, meaning of the word, reference, to find the answer to specific questions, and others.

Genre Based Approach is defined as the approach to teach genre. According to Martin in Chappell (2004:4-9), the activities of GBA in the classroom consists of cycles, the cycles consists of number of stages. Each stage has special objectives and activities, such as:

- a. The field-building activities: that is the aimed at immersing the learners in the context of culture and social purpose of spoken text, their temporal and spatial context, the roles and relationships of the related components, and the role of the language within the activity, as well as medium chosen.
- b. The text modeling and a deconstruction of the text. This involves analysis of the rhetorical staging on the spoken text, the lexical and grammatical resources used.
- c. The joint production of similar spoken text is carried out by the teachers and learners.
- d. The independent construction of the text by the learners themselves.

THE STUDY

The research that the researcher conducted was a descriptive research. The purpose of this research was to describe existed condition in the field. Sudaryanto (1995) states that descriptive research describes the way thing are which is based on facts. Here, the researcher explained the difficulties faced by English teachers in teaching reading through GBA.

The subject of this research was four English teachers who had received training about genre based approach. Then, the instruments used in this research were observation and interview. Observation was conducted in order to get information about how the process of teaching English through GBA. For this observation, the researcher designed the instruments which contained the components involved in the process of teaching reading through GBA. The interview was conducted to find out teachers' difficulties in teaching English reading text through GBA. The interview was held in an informal situation and a relaxed atmosphere, so that, the informants can share everything towards their implementation of the GBA. The questions were not structured; the question depends on the previous answer given by the informants but limited to make the conversation in the line by developing question focused on the research.

In analyzing the data, the researcher used a technique suggested by Miles and Huberman in Emzir (2011:129). The processes are data collection, data reduction, data display and data conclusion through drawing and verifying the data. The researcher used these techniques, because they offer the techniques that are rather simple and applicable for the purpose of this research. The steps are as follows:

1. Data collection.

In this step, the researcher interviewed the informants about their understanding about the concept and their knowledge about Genre Based Approach and how they apply it in the process of teaching and learning. After that, the researcher checks the components of GBA in every stage. The stage of teaching was observed especially the process of teaching reading.

The last step of collecting data is teaching observation. From this activity, the data about the real steps of teaching of the teachers. The materials which are taught and the process as well as the product of teaching are gain.

2. Data reduction.

Data reduction is related to the process of selecting, focusing, simplifying and abstracting as well as transforming the raw data which are gained in the research.

Researcher groups the data based on the way they are gained. They are classified into two groups; they are data from interview and teaching observation.

3. Display the data.

The third activity of analysis is data display. The data gain is performed and organized that permit conclusion drawing and action taking.

4. Conclusion drawing / verification.

This is the last step of data analysis activities; Sugiono (2005:99) says that the conclusion in the qualitative research can be in form of description about the object of the research.

FINDING AND DISCUSSION

The data of this research were obtained from classroom observation in teaching reading by using GBA and interview about teachers' difficulties in teaching English reading a text type using GBA. In implementation of GBA, the activities of the teachers were done in four steps of the GBA cycle. There were BKOF (Building Knowledge of the Field), MOT (Modelling of the Text), JCOT (Joint Construction of the Text) and ICOT (Independent Construction of the Text). In this research, only two of them were analyzed more deeply, namely BKOF and MOT, because both of them belong to the reading activities.

Based on the interview about teachers' difficulties in using GBA in teaching reading, the researcher found that some difficulties in teaching reading by using GBA. In conducting BKOF phase, all English teachers more emphasized on doing the steps of preparing students to get into the topic and sharing experience. Meanwhile, the other steps such as building cultural context and vocabulary were not done ideally. In building cultural context, all English teachers did not apply this step. In interview, they said that they did not know how to apply this step.

In MOT phase, all English teachers applied all steps in this phase. However, most teachers did not apply the steps well. The teachers had difficulty to make students be able to analyze the generic structure, the social function, and linguistic features of the text. It was because the students could not understand about the content of the text and the teachers did not give direct experience to the students in comprehend of the text. The comprehension of the really determines the students' ability to know the certain features of the text. Besides, it was beneficial in giving direct experience to students. It was supported by Rusman (2012:258) who states that direct experience is also important to make students become accustomed to face concrete things as the fundamental in comprehending the more abstract ones.

In JCOT phase, the difficulties were related to the students' less participant. The students sometimes did not want to participate actively in their group because they relied on the other students to finish the task. Not all the students were motivated to do their group work. If they were out of control so, only some students actively engaged in the group work. According to Rusman (2012:11), instruction is a process to reach basic competency which was done interactively, inspiratively, fun, and challenging in order to motivate students to participate actively to develop their creativity.

In conduction ICOT phase, most teachers were forced to instruct the students to do it at home or continued for the next meeting. In the interview, all English teachers had difficulty which was caused by the limited time. It made them unable to invite the students to present their individual work. Kusnandar (2010) states that the students need to be appreciated that it can be done by giving positive comment on their work because it can improve their motivation to study.

CONCLUSION

Referring to the finding, this study found that the most difficulty was in MOT phase. The most difficulty in MOT phase was the students have limited vocabulary. So, the students do not understand about the text being studied.

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