

Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia

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Abstract—Listening is a skill that is sometimes forgotten when learning a language. Although it may appear challenging, listening abilities can be improved over time if practiced regularly. This study aimed to see if the genre-based approach (GBA) could be used to teach listening. This study employed a qualitative design. The participants of this study were a teacher and 15 students of grade 11 (eleven) of Senior High school in Medan, Indonesia, consisting of nine males and six female students. The English teacher was chosen because she is a senior teacher who has applied 2013 curriculum and used genre-based English learning in grade eleven (11) students of an old high school in Medan. This study applied the data collection techniques by conducting classroom observation and interviews. The findings presented that the GBA with four cycles of learning model applied by the teacher was considered capable of helping students in listening learning. It can help students recognize text variations, vocabulary, and structures in the text, which were also students' provisions in the listening process.

Index Terms—teaching listening, GBA, students' ability

I. INTRODUCTION

Listening skill is essential to learning a foreign language (Cahyono, 2017; Diora & Rosa, 2020). It is a vital skill that requires sufficient concentration and attention. Attention of the listener could be observed through feedback (Zein et al., 2021). Scholars around the world variously conducted the researches dealing with this skill on the topic of teaching listening strategy (Fauzi, 2019; Fenyi et al., 2021; Ginting et al., 2019; Haloho et al., 2022; Herlina et al., 2021; Kasim & Luwiti, 2020; Kurnanika & Rachmijati, 2021; Sadeghi et al., 2014), students' difficulty in listening (Andika & Indah Sari, 2021; Anggraeni & Somba, 2021; Diora & Rosa, 2020; Jaya et al., 2021; Nadhira & Warni, 2021; Saraswati, 2018; Toni et al., 2021), teachers' difficulty in teaching listening (Aryana & Apsari, 2018; Ernita et al., 2022; Farhan et al., 2021; Lestari et al., 2021; Nushi & Orouji, 2020; Utomo et al., 2019), and lecturer attitude in teaching listening (Hidayah, 2018). According to Harmer (2007), listening is an active and conscious process of extracting information from speech to understand its meaning. It is one of the skills along with speaking, reading, and writing, which is most often neglected in second language learning (Krivosheyeva et al., 2020). It can be seen that (1) listening is not part of the exam (Ismail & Aziz, 2020); (2) schools pay more attention only to structure, writing, reading, and vocabulary (Lestari et al., 2021); and (3) schools also pay less attention to listening pedagogy in teacher training programs and other (Lestari et al., 2021). Thus, the teachers found some challenges in teaching listening as found in previous researches. That was due to the lack of knowledge and skills to teach effectively, seen from the difficulty in choosing teaching materials, innovative methodologies, equipment, media, or others. The teacher was also sometimes challenging to create the right listening atmosphere (Aryana & Apsari, 2018). As a result, students lose motivation in learning, especially in listening (Cahyono, 2017), making student learning outcomes not reach the specified target.

Listening is an active mental ability (Gilakjani & Ahmadi, 2011) to get meaning from the speaker. This is obtained through the language sounds converted into specific purposes. Nunan (1998) also argues that listening is an active decoding process and making meaning through verbal and non-verbal messages. This is why teaching listening is essential to foreign language teaching.

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The success of oral communication does not only come from speaking skills but also depends on the effectiveness of listening (Harmer, 2007). Even though language contact can also affect the successfulness of communication (Hanafiah et al., 2021), listening ability still plays significant role (Gilakjani & Ahmadi, 2011). This listening process, which is generally considered complex, requires prior knowledge of the language that will assist the learner in improving their skills (Mendelsohn, 1994). Based on the findings of the previous researches, the genre-based approach (GBA) can help acquire variations of initial knowledge based on the text as a provision for listening products (Cahyono, 2017; Gonz lez, 2021; Manzouri, 2015; Sadeghi et al., 2014). Genre-based approach will organize various kinds of texts by looking at the needs of students.

Genre is a technical term for a text type (Namaziandost et al., 2020; Yusuf et al., 2021; Zein et al., 2019; Zein et al., 2021). It refers to various kinds of discourse, spoken or written, representing literary aspirations. It can help students succeed in linguistic communication and equip them with social goals (Manzouri, 2015). The genre based approach (GBA) has the goal to inform readers about how to create texts that are effective for specific purposes within the context of actual, and deliberate language use (Arimbawa, 2012). This approach is very commonly used in writing, but not limiting its use in other skills. The genre-based approach is an attempt to communicate with readers to get better understanding the language patterns used. It is because genre-based learning helps students to be more critical and increase their awareness (Namaziandost et al., 2020), for example, the way of learning conveyed by Gonz lez (2021), teachers contextualize the situation of the text such as who the author is, what is the purpose of the text. Then, students will analyze and arrange the text and relate it to the acquired knowledge from textbooks and contexts.

There are four learning models cycles in text-based learning: *Building Knowledge of Field, Modeling of text, Joint Construction of the Text, and Independent Construction of Text* (Kartika-Ningsih & Gunawan, 2019). In building the context stage, it revolves around field knowledge, which will discuss language knowledge related to vocabulary or grammar. Also, some activities will carry out, such as reading aloud, watching videos, speaking, and others that involve various texts. In the modeling stage, it selects a genre text model to be taught and disassembled related to context and language. This will be done by following simple exercises to check students' understanding of the given model. Then, in joint construction of the text, this stage is carried out by collaboration between teachers and students in making genre products. This stage aims to make students understand the given model as a new topic guided by the teacher. In independent construction of the text, the last aims to make students work on assignments individually from the same genre as the given model. The students will produce a product that will then be consulted and edited regarding grammar, spelling, and so on through the teacher's help.

Based on the Ministry of Education and Culture in 2017, the purpose of teaching English in high school is to make students able to communicate interpersonally, transactional, and functionally in written and spoken contexts in text. Learning English does not explicitly set listening as a learning goal. So that the results of the education system produce good writers but still cannot have students who are proficient in listening skills even after studying for a long time (Ismail & Aziz, 2020).

It cannot be denied that listening skill is difficult to learn due to its complexity (Gonz lez, 2021). In the listening process, students need concentration and effort in understanding the accuracy in listening to the material, vocabulary, main points, and predicting something unknown (Cahyono, 2017). It also has several essential components, such as discriminating between sounds, recognizing words and understanding their meaning, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create sense, connecting linguistic cues to non-linguistic and paralinguistic alerts, using background knowledge to predict and to confirm meaning and recalling essential words and ideas. Although it looks complicated, it can still be developed with continuous practice (Ismail & Aziz, 2020).

Many researchers have also evaluated the effectiveness of genre-based teaching in improving language learning (Arimbawa, 2012; Cahyono, 2017; Gintings, 2020; Gonz lez, 2021; Kartika-Ningsih & Gunawan, 2019; Manzouri, 2015; Mastura et al., 2020; Nurlaelawati et al., 2020; Sadeghi et al., 2014). Based on the findings that have been found that the use of GBA can help students identify various text structures or certain types of texts, the students also begin to be able to explore different characteristics related to variations in genre texts. Then students are also actively involved in learning activities. The other research done by Cahyono (2017) investigates how to teach listening using GBA to tertiary students of the 3rd-semester students of the English department of Dian Nuswantoro University which is 30 students. The data was taken using several techniques: observation, students' interviews, and documentation of the students' texts. In his research, he found that the lecturer taught listening following four cycles of learning models using the GBA. The study results found that the lecturer successfully implemented GBA in teaching listening. Also, students thought that listening learning using GBA helped them understand the material easily because it is delivered in stages. However, the lecturer was required to improve their abilities and creativity in enhancing students' abilities in learning English. Contradictorily, Suharyadi and Basthomi (2020) in their study found out that GBA stages were not fully conducted by teacher. Instead, there were variations of GBA pattern in teaching process. In their recommendation, teachers need to be treated equally by providing them training and workshops specifically on GBA so that they can be enhance their readiness for better teaching process. About the reasons stated previously, this study attempts to see the implementation of GBA in teaching listening.

II. METHOD

This study employed a qualitative approach. Qualitative research is a type of social research that collects non-numerical data and seeks to interpret meaning from data related to social life in the study of the population. It was carried out to analyze and interpret the results of the subjects' answers (Polkinghorne, 1995). It is also designed to reveal meaning derived from information on actions or results from observations. The data obtained in qualitative research is descriptive, which is then interpreted by the researcher. The data collection method in this study was by conducting observation and interviews (question-and-answer). This method was used to directly capture various phenomena and circumstances in the field to obtain data. This study applied the data collection techniques by conducting classroom observation and interviews. Interviews were done one way to receive information related to students' opinions about English learning, specifically listening.

The researcher entered the classroom at the observation stage, listened, and observed the teaching listening process using GBA. The researcher did observations during two meetings. After that, the researcher conducted individual interviews by giving four questions to three students with different ability levels. This was done to find out students' opinions regarding using a genre-based approach in listening learning. The participants of this study were a teacher and fifteen students of grade 11 (eleven) of Senior High school in Medan, Indonesia consisting of nine males and six female students. The English teacher was chosen because she is a senior teacher who has applied curriculum 13, which is text-genre-based English learning in the grade 11 students of old high school in Medan. In this study, researchers used several instruments to obtain the valid data. The tools used by the researcher were classroom observation and students' interviews. Conducting classroom observations was done as the data related to implementing GBA in listening learning. Next, the students' interview was conducted by asking four questions to collect data related to students' opinions of teaching listening using GBA.

TABLE 1
RESEARCH INSTRUMENTS

Data	Instruments	Contents	Subjects
data collection	Observation	The process of teaching and learning and how the implementation of GBA affects the students' listening	One of the senior high school teachers and students in Medan
	Interview	The students' opinions related to the use of GBA in teaching listening.	One of the senior high school students in Medan

The instruments used in the observation were concerning the four cycles learning model using GBA, which was adapted from Kartika-Ningsih and Gunawan (2019).

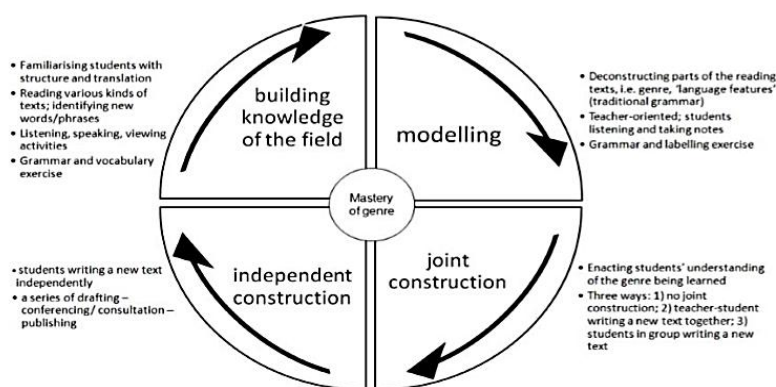


Figure 1 A model of Teaching/Learning Cycle Using GBA

1. Building Knowledge of the Field

In this stage, students built their knowledge about the specific topic to help them write. Students were particular texts and then encouraged to use sources to help them find, evaluate, and analyze information.

2. Modeling of Texts

This stage is done by building students' knowledge about the focus genre. Students will understand social functions, text structure, and linguistic elements in a text. For example, what is the structure of the text? What is the text's order? What tenses are usually used? What vocabulary is used?

3. Joint Construction

This stage invites students to work in groups or form a text in the chosen genre. In this collaborative task, discussions are carried out regarding the relevance of the text to social functions, text structure, and linguistic elements during the

writing process. In this case, students see that writing is a process that is carried out continuously through revising, improving, or rewriting.

4. Independent Construction

After completing the three previous activities, the teacher invites students to write individually and independently. The teacher performs the role of helping students be encouraged to write in the way that has been done before. It is also necessary to provide feedback as well as support individual students.

III. RESULT AND DISCUSSION

In collecting data by classroom observation, the researcher observed the use of the Genre-Based Approach in the classroom teaching, listening, and learning process. The author observed the learning by paying attention to the perfection of the activity and the model of learning cycle criteria adapted from Kartika-Ningsih and Gunawan (2019) that are: 1) building knowledge of the field; 2) modeling of texts; 3) joint construction, and 4) independent construction. Then the researcher described what activities the teacher did in the classroom in each cycle of the learning model using GBA.

The instrument used in the students' interview was four questions to 3 students; 2 boys and one girl who had different abilities in writing. The researcher asked questions related to the use of GBA in listening learning and how the use of GBA could affect students' development in listening. In presenting the data, the researcher explained in detail what learning activities were carried out based on each cycle of the learning model using GBA through observations that had been done, like how the teacher delivered the learning, how the sequence of activities was done, and how students' responses to the learning were. There was also a section on the interview results where the researcher told the students' opinions regarding listening learning by using the implementation of GBA. Lastly, the researcher concluded the findings obtained in the classroom observation and students' interviews. The observations in grade 11 students of senior high school in Medan showed that teachers had applied a GBA in teaching listening. It could be seen how the teacher followed the learning steps adapted from Kartika-Ningsih and Gunawan (2019).

In building knowledge of the field, the teacher started the lesson by greeting the students, talking, and introducing the learning material. This is the same as the teaching pattern obtained by Suharyadi and Basthomi (2020) at the BKoF to teachers in various schools of Indonesia that the teacher opens learning by greeting students, checking attendance, and introducing the topic to be studied. Then, on introducing the learning material, the teacher gave examples of narrative texts to students. The teacher chose a narrative titled "The Snow White and Seven Dwarfs." The use of the text at this stage stimulated students to read, listen, and speak. The first activity that students did was to read the narrative text for 2 minutes. Then, the teacher asked some students to read the text aloud in class so that other students could listen to it. After reading together, the teacher invited students to explore the reader by discussing and asking questions related to the contents of the text. Students would often be guided to identify unknown words or phrases (Kartika-Ningsih & Gunawan, 2019). After the teacher was sure that the students understood, the teacher briefly explained the text, including the social functions, the text structure, and linguistic elements in the text. This activity made students get background knowledge related to the topic (Cahyono, 2017).

In the modeling of text stage, students read and listened in the previous step to find out words, expressions, contexts, and characters in general of the narrative text (Suharyadi & Basthomi, 2020). Then, at this stage, the teacher provided a detailed explanation of the text's meaning and discussed the text's social functions, structure, and linguistic elements, such as orientation, complication, and resolution (Cahyono, 2017). This leads to more teacher-oriented learning, in which detailed genre text models are dismantled to train students' understanding (Kartika-Ningsih & Gunawan, 2019). Then, the teacher gave an example of another narrative text to be identified together. Unlike the previous one, students were not asked to do a quick read, but they took turns reading it aloud and then would be clarified by the teacher if there was a wrong pronunciation. The teacher also guided students who found difficulties understanding vocabulary or phrases in the text.

In the joint construction stage, after students understood the material presented by the teacher in the previous lesson, the teacher grouped the students into 2 or 3 for each group. At this stage, the teacher showed a video about a narrative entitled "The King and His Daughters", which has a duration of 3 minutes. Cahyono (2017) study also played a movie entitled "Ever After", which would be identified as related to linguistic features. Similarly, the students were asked to listen to the short film and then discuss it with their group friends to understand the meaning of the short film given and determine the parts that show orientation, complication, and resolution. The teacher played the short film twice. In the first one, students were asked to only listen to the video without doing anything related to writing and others, but students may start guessing the meaning of the short film. Then on the second run, students may write any idea of their guesses based on the activity. After that, each group discussed the text and rewrote stories based on group or joint discussions.

According to the model given previously, the teacher had a role in helping students stay on the right path in writing. At this stage, the teacher was the leader in writing, reviewing, and editing related to the student's offering of the product formed (Kartika-Ningsih & Gunawan, 2019). Students seemed to be more proficient in doing the tasks given by the teacher according to the instructions. After studying in groups in the independent construction stage, students had independent learning activities. Students were asked to listen to or watch a short film related to the narrative text. Then,

students wrote down the movies they listened to and watched using their language and listening comprehension. The writing that students did was the result of students' listening comprehension related to the narrative text because they also found any vocabularies and specific participants of the report (Cahyono, 2017). As before, the teacher guided the students in carrying out the learning activities and encouraged them to write according to the given model. Not only that, but the teacher also provided feedback on students' work. Feedback was given to the revision of grammar, spelling, and others (Kartika-Ningsih & Gunawan, 2019; Suharyadi & Basthomi, 2020).

Based on the four questions given by the researcher to students who had different abilities, three students stated that the implementation of genre-based in the classroom provided by the teacher could make it easier for the students to understand the learning material. The students also agreed that the previous lesson was well packaged and detailed. Learning with GBA was considered to help students add new vocabulary and provide various information related to fairy tales (Cahyono, 2017; Gonzez, 2021; Manzouri, 2015; Sadeghi et al., 2014). At first, students found some trivial difficulties in understanding and rewriting the texts quickly. However, students found it helpful because the teacher always ensured, guided, and repeated the things that students did not understand.

IV. CONCLUSION AND SUGGESTION

The genre-based approach is known as learning that is carried out to practice writing skills, but many theories have stated that GBA can also be used for other language skills. In conclusion, the GBA with four cycles of learning model applied by the teacher was considered capable of helping students in listening learning. This was supported by the results of interviews conducted by researchers that students could understand learning related to the text given well. Students could understand variations of texts and their structure which helped students in listening more effectively. The application of the GBA in listening learning can help students recognize text variations, vocabulary, and structures in the text, which were also students' provisions in the listening process. However, the researcher suggests teachers explore more about variations in learning by using GBA based on the conditions and abilities of students. In addition, teachers also need to check all the materials used in learning to look more interesting and increase students' motivation in learning, especially in listening learning.

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