

ABSTRACT

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Keywords: Genre-Based Approach (GBA), Teaching Listening, Indonesia, Qualitative Case Study

This study aims to investigate the implementation of the Genre-Based Approach (GBA) in teaching listening to 10th-grade students at SMA Negeri 1 Sutojayan, Indonesia. The Genre-Based Approach offers a structured framework for enhancing listening skills by emphasizing different text genres, but its practical application in engaging students and improving comprehension has shown mixed results.

This study employed a qualitative case study methodology, collecting data through observations, and interviews to assess the approach's effectiveness. Findings reveal that while GBA provides a theoretically robust method, its success depends on thorough preparatory activities, including pre-listening tasks to build vocabulary and context. The study highlights the need for differentiated teaching strategies to cater to varying student proficiency levels and recommends more targeted pre- and post-listening activities to enhance comprehension and engagement. The research underscores the potential of GBA, suggesting that its effectiveness can be significantly improved through careful implementation and support.

The result of this research showed the implementation of Genre-Based Approach in teaching listening at SMAN 1 Sutojayn in the Academic Year 2023/2024. According to the data of observation and interview, teaching writing using Genre-Based Approach involves four phases. The stages were Building Knowledge Field, Modelling of the text, Joint construction of the text, and the last was Individual Construction of the text. The teacher applied the phases in Genre-Based Approach properly, teaching-learning done by teacher was appropriate with the rule on the cycle of Genre-Based Approach. The researcher found some challenge that teacher faced during the implementation of Genre-Based Approach such as lack of material and media, lack of student's motivation, and limited time study.

Future research should explore additional strategies to further adapt the approach to diverse student needs and increase overall engagement in listening activities.