THE EFFECT OF GENRE-BASED APPROACH ON STUDENTS' UNDERSTANDING OF INTERPERSONAL AND TRANSACTIONAL CONVERSATION TEXT AT SMKN 2 SLAWI

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Abstract

This study aimed to explain and evaluate the use of Genre-Based Approach in teaching English, especially interpersonal and transactional conversation text at SMK Negeri 2 Slawi. This study used a Convergent design of the Mixed Methods approach. For qualitative data, the researchers used a case study design involving in-depth interviews, classroom observations, and document analysis. Quantitative data was collected through a quasi-experimental design using a non-equivalent control group. Research participants were selected using purposive sampling, and pretest and post-test results were statistically analyzed. Findings from interviews and observations reveal that the genre-based approach had several benefits for students. It enhanced their understanding of the communicative context, structure, and function of language in conversational texts. It also enhanced students' speaking and writing skills and helped them understand exam questions related to interpersonal and transactional conversational texts. The results of hypothesis testing showed a significant increase in the experimental group. For interpersonal conversation text, the experimental group had a significance value of 0.000, while the control group had a value of 0.001. The N gain for the experimental group was 0.6447, and for the control group was -0.4452. In the same way, for transactional conversational text, the experimental group had a significance value of 0.000, while the control group had a value of 0.146. The N gain for the experimental group was 0.6808, and for the control group was 0.0640. Therefore, the genre-based approach significantly improves students' understanding of interpersonal and transactional conversation texts.

Keywords: Genre-Based Approach, Interpersonal Conversation Text, Transactional Conversation Text.

Introduction

Nowadays, students or language learners are not only mastering vocabulary, grammar, and pronunciation, but also they need to know how to use the language in real situations. Language activity is not just a habit of using words but a complex ability to continuously determine and choose communicative steps, linguistic features, and the right attitude. (Kemendikbud RI, 2014, p. 3). In using language as a means of oral or written communication, language users need to consider the context, which refers to the topic, when, and on what occasion the language is used, including in interpersonal and transactional conversations.

Fitriati & Riswandi (2021) explain that language delivers context, meaning, understanding, and belief. According to Halliday (2007), two contexts impact language use: the context of the situation and culture. These views are included in studying language from the Systemic Functional Linguistic perspective. The cultural context, also known as a genre, is defined as the type of text or text type. Genre is a gradual social process that is oriented towards the purpose for which the text is used. Genre is also interpreted as texts that apply to various social contexts (Martin & Rose, 2007, p.8).

For students to be able to write or speak well, genre can help to "know what we are talking about" by predicting the meaning related to the context of the

situation. Since patterns of meaning are relatively consistent for each genre, we can learn to predict how each situation is likely to unfold and learn how to interact with it (Martin & Rose, 2007, p.8)

In 2022, the Ministry of Education and Culture of the Republic of Indonesia began implementing the "Merdeka" curriculum. In Merdeka curriculum, English language learning at the primary and secondary education levels is expected to help learners to achieve the ability to communicate in English as part of life skills. The Merdeka curriculum's approach to learning English is text-based (genre-based). Genre-based approach language teaching aims to develop students' competence to perform social functions by using texts with appropriate structures and linguistic elements according to the communicative purpose and context. The Genre-Based Approach is concerned with providing students with explicit knowledge about language (Elshirbini & Elashri, 2013).

Many studies have been conducted to investigate the use of Genre Based Approach (e.g. Khatibi, 2014; Emilia, 2016; Montero-Arevalo, 2019; Sadeghi et al., 2013; Burns, 2022). Based on the results of the preliminary study on SMK Negeri 2 Slawi teachers and teachers' forum (MGMP) members, it can be known that all teachers were aware of the Genre-based Approach but did not fully implement its stages or phases. The same condition was also stated by Ningsih (2015) in her research that teachers practiced the four phases of the genre-based approach but all four phases were not well implemented in the teaching and learning process. The teachers also experienced some difficulties in teaching reading using the Genre-based Approach.

The GBA teaching cycle follows the guidelines in the Learning Outcomes of the Ministry of Education and Culture (BSKAP, 2022), as well as recommended by Emilia (2016, p. 37), that is, the model proposed by Hammond (1992), which consists of four stages, namely Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction.

This research studies the effect of genre-based pedagogy on English for learners with special purposes. The writer believes the approaches are appropriate for enhancing students' understanding of Interpersonal and Transactional Conversation Texts at SMKN 2 Slawi.

Some of the problem findings from interviews with English teachers at SMK Negeri 2 Slawi, and the researcher's experience and observation of the teaching and learning process of interpersonal and transactional text materials at SMK Negeri 2 Slawi, are the reasons for conducting a study on The Effect of Genre-Based Approach on the Students' Understanding of Interpersonal and Transactional Conversation Text at SMKN 2 Slawi. Regarding the elaboration above, the aims of this study are:

1) To explain the use of Genre-Based Approach in teaching interpersonal and transactional conversation text at SMKN 2 Slawi.
2) To explain the students' understanding of interpersonal conversation texts at SMKN 2 Slawi.
3) To explain the students' understanding of transactional conversation texts at SMKN 2 Slawi.
4) To evaluate the effect of Genre-Based Approach on teaching interpersonal and transactional conversation text at SMKN 2 Slawi.

The research aims to provide information and explain to readers the use of Genre-Based Approach in teaching interpersonal and transactional conversation texts and its effect on students' learning outcomes. Pedagogically, this study aims to motivate teachers to consider the Genre-Based Approach in improving the effectiveness of the teaching-learning process on interpersonal and transactional conversational text materials.

Methodology

The research used a Convergent design of the Mixed Methods approach. The researcher used three data collection techniques: interviews, observation, and tests. As this research used mixed methods, there were two types of instruments to collect data, i.e., qualitative and quantitative. For qualitative data, the researchers used a case study design involving in-depth interviews, classroom observations, and document analysis.

The interviews were conducted in Bahasa Indonesia, the teachers' mother tongue, to gain a clear understanding. Then the interview transcripts were translated. The interviews were recorded and transcribed to provide a verbatim report of the session for further analysis. The interviews were based on core questions related to the teaching and learning process implemented by each teacher according to the lesson plan or teaching module they had developed.

The observation guideline refers to the Learning Outcomes and Teaching Modules or lesson plans that the teacher had prepared. During the observation, an observation checklist was provided to observe the subject to investigate the teaching and learning process and the use of Genre-Based Approach.

According to Creswell John W (2012), field notes are written notes made by researchers during data collection in qualitative research. Field notes contain detailed information about the interactions, activities, events, contexts, and environments where research was conducted. Field note in this study was in writing records of researcher activities when providing treatment to the experimental class and recording the results of observations of phenomena that occur during treatment.

Quantitative data was collected through a quasi-experimental design using a non-equivalent control group. The research subject in this study is Genre-Based Approach in Teaching Interactional and Transactional Conversation Texts.

The research object for qualitative data is English teachers at SMK Negeri 2 Slawi, while the object of quantitative data is class X (ten) students of SMKN 2 Slawi. The research participants were selected using purposive sampling consisting of four English teachers as interviewees and 30 students as the experimental group who received the Genre-Based Approach treatment in teaching interpersonal and transactional conversational texts and 30 students as the control group who did not receive the treatment. Both groups received the same pre-test and post-test, and then the researcher statistically analyzed the results.

In this study, researchers used Convergent Design. The design refers to one type of research design proposed by Creswell (2012). In Convergent Design, researchers collect qualitative and quantitative data in parallel, analyze both data types separately, and then integrate the findings. In Convergent Design, the main focus is combining qualitative and quantitative findings to understand the phenomenon under study better. This approach allows the researcher to view the phenomenon from multiple perspectives and enriches the interpretation of the findings.

Finding and Discussion

The participants in the interviews consisted of four English teachers as the main interviewees and the vice principal for curriculum as the triangulation interviewees. The researcher divides the presentation of research findings on using Genre-Based Approach in teaching interpersonal and transactional conversational texts at SMKN 2 Slawi into three parts. The three parts are (1) teaching preparation and planning; (2) teaching interpersonal and transactional conversational text using Genre-Based approach; (3) learning assessment and evaluation process.

1. Teaching preparation and planning

In the teaching planning and preparation stage, it can be seen that SMK Negeri 2 Slawi has been using Merdeka curriculum since 2021. The learning process refers to curriculum guidelines related to terms, curriculum spectrum, and approaches used in teaching. The Ministry of Education and Culture has established the expected Learning Outcomes (Capacities) and Learning Objectives (Learning Objectives) documents in this curriculum, which were technically elaborated in the school-level curriculum documents. Teachers were required to prepare learning tools Teachers compiled together in a school-level teacher forum (MGMP) to develop a flow of learning objectives (syllabus), subject matter, and learning objectives: teaching modules or lesson plan, and assessment instruments.

The preparation stage of teaching instruments is very important for achieving the expected learning objectives. In its implementation, of course, there are some adjustments and additions to teaching materials and teaching techniques according to the characteristics of students. Material adjustments during the implementation of learning that teachers usually do.

2. Teaching interpersonal and transactional conversational text using genre-based approach.

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The genre-based approach has four learning stage or teaching cycles (Suharyadi & Basthomi, 2020). In this study, the stages used followed Hammond et al.'s (1992) model in Abbaszadeh (2013); Emilia (2016); Morgana (2017); and BSKAP (2022).

a. Building Knowledge of the Field

The first stage is Building Knowledge of the Field. This stage aims to build an understanding of the topic of the text being discussed. For English subjects, the learning objective based on the Merdeka curriculum is to bring students closer to using language in real life. From the findings, students need to understand the context when learning the language and use various learning resources, one through the internet, to increase their understanding of the material being taught.

Based on the interviews with English teachers in this study, the first step taken was that teachers could teach various language skills, including reading, writing, listening, and speaking. At this stage, the teacher provided examples of texts outside the topic of the text being discussed. The teacher taught the expressions, language features, and social functions of the text discussed. Translating texts was still a common learning activity in English classes, and Bahasa Indonesia, as the mother tongue, was still predominantly used in the classroom. Bahasa Indonesia was used in teaching so students could understand the text with limited English vocabulary.

In the experimental class, the researcher conducted five meetings in Building Knowledge of the Field. Each meeting consisted of 4 lesson hours. The topics discussed in class in this study were (a) Asking and Giving Opinions and (b) Showing agreement and disagreement. The following were the researcher's learning activities to build students' understanding of the topic to be discussed:

1) Learning cultural context

The teaching and learning activities in each meeting consist of three parts: pre-activity, main activity, and post-activity. Even though it was not the main meeting, the pre-activity session can also be used to build knowledge of the field through small talk activities in class. Even pre-activity implements interpersonal conversation text expressions in the real world.

After apperception, building communication, and practicing interpersonal interaction expressions, the researcher began to provide introductory material for the topic of Asking and Giving Opinions in conversational text. Researchers explained the type of text (Genre), which will be discussed, including its purpose, benefits, and social context, where we can find this type of text in our daily life.

2) Sharing genre-related experience

After learning the cultural context of the text, students were given a variety of authentic texts (texts written for non-teaching purposes) related to the topic to be covered. The texts should be in the form of interpersonal and transactional conversations. The use of varied texts will give insight into different types of texts. This stage is aimed to increase curiosity about the transactional (to get things done) and interpersonal (socializing) conversational texts to be learned.

3) Controlling relevant vocabulary

Researchers and students identified the conversation script's organizational structure and linguistic features during the teaching and learning process. Students were given examples of others asking and giving opinions in conversational texts. Students were asked to identify the organizational structure (schematic structure), social function, and language features of asking and giving opinions..

4) Discussing grammatical patterns

In the learning process using a genre-based approach, it is very important to know the language features of the text discussed. Language Features are linguistic elements found in a text.

When discussing the conversation text with the topic of asking and giving opinions, the researcher discussed the language features in the text. In addition,

students also learned grammar that could enhance their understanding of the meaning of the text.

b. Modeling of the Text

The second stage of Genre Based Approach is the Modeling of the Text. This stage aims to build a good knowledge base for students to understand and use interpersonal and transactional conversational texts effectively and appropriately. Through the Modeling of the Text stage, teachers provide students with a better understanding of how language is used in real situations and help them develop communication skills appropriate to specific transactional and interpersonal contexts.

The findings show that, at the Modeling of the Text stage, the teacher provided examples of conversational texts following the discussed topic. In this stage, the more text examples were given, the better. Teaching about the context in language was also a major discussion. In the implementation of learning, students were free but purposeful to use the internet to find references to other conversation texts and could even use it as a translation tool. Based on Harmer's (2015) opinion that that many exciting possibilities are opened when classrooms (and students) have internet connectivity (p.194). The use of authentic audio-video from the internet for learning media is recommended at this stage because students can have the opportunity to see native speakers speak directly and use the language according to the context.

The Modeling of the Text stage in the experimental class began to focus on the third meeting. The activities in Modeling of the Text consist of at least: Cultural context, social function, schematic structure, linguistic features, and using spoken language to focus on written text. In this step, reading was dominant. It is focused on analyzing the genre through a model text related to the course topic.

The following were the learning and teaching activities that had been carried

out by the author in the Modeling of the Text:

1) Discussing cultural context and the social function of the text, understanding the schematic structure, and comprehending linguistic features of the text.

In this phase, the researcher explained the type of text (Genre) that would be discussed, including its purpose, benefits and social context, where we can find this type of text in our daily lives. The researcher explained the text Organization structure (schematic structure), social function, and language features of asking and giving opinions based on the topic discussed

Firstly, the researcher gave examples of a conversation text. The researcher prepared two video conversations and three written conversation texts. The first time the students analyzed the written conversation text. The researcher allowed students to observe the text's content, the words used the typical expressions in the conversation. In the Building Knowledge of the Text stage, students had previously learned the expressions used in the topic of the conversation text, therefore some of the expressions might be predictable in meaning. From the dialog script, students also learned that a dialog or conversation will involve two or more people, either directly or indirectly, involved; There are questions and answers between the people involved in the dialog; Dialogue can be done directly or indirectly; Discussing a topic; Speaking the same language and easy to understand; Listening to each other.

During the activity, students watched videos of conversations from YouTube with native speakers. Students watched the video for five repetitions. Students were asked to answer questions by completing the dialogue. This activity helped students' Listening skills; they completed the sentences in the dialogue with words or phrases provided randomly.

After students' learning activities, the researcher corrected the students' answers. This section was used for formative assessment on the language skills element of listening. The evaluation activity was also used by the researcher to teach students about the pronunciation of the words in the dialog.

2) Using spoken language to focus on written text

In this modeling of the text activity, researcher focused on conversation texts in the form of written texts. Students were asked to read the conversation script and answer questions about the topic. This activity was to ensure students had a good understanding of the meaning of the conversation.

As Emilia (2016) suggested that, the Modeling of the Text stage can be done in multiple meetings. In addition, teachers can develop students' speaking skills when discussing each model text given.

c. Joint Construction of the Text

The third stage is the Joint Construction of the Text. The stage involves students actively constructing and understanding these conversational texts actively. This stage collaborates with teachers and students to create authentic and meaningful texts. Interview results show that all teachers interviewed taught expressions in conversation, often involving role-playing or simulating real communication situations. Teachers gave examples of dialogs or role-played with students to teach the use of relevant expressions. In addition, teachers also explained the context in which the expressions were used, such as when and where they were most often used. Techniques used for role-playing with students in pairs or groups. Based on Harmer (2015) that in pair work, the students can practice language together; pair work and group work help to create or participate in information gap activities (p.181)

The Joint Construction of the Text stage was conducted in the experimental class in the fifth meeting. In the pre-activity, the teacher reviewed the previous meeting and connected it with the activities that would be carried out in the sixth meeting. The following are the activities taken at the Joint Construction of the Text stage in teaching and learning activities based on the research that has been conducted:

1) Understanding schematic structure

In this session, the researcher instructed the students to create a conversation text in pairs. Students were asked to compose a dialog with their partners based on the knowledge of the expressions they had learned in the previous meeting. Technically, students were free to use the internet to search for English vocabulary and expressions that the researcher might not have taught. In the early stages of dialog construction, students were allowed to compose using Indonesian first, then translate it into English.

2) Learning linguistic features

In this activity session, students tried to compose a written text based on the knowledge that they had received in the previous stage. The researcher guided students to review and evaluate the understanding of language features used in the text discussed.

3) Practicing and evaluating the knowledge of the field

The researcher assisted and evaluated the students' work. In this process, the researcher also conducted a formative assessment to assess student performance. The results of the dialog that had been prepared were assessed using a written assessment rubric.

After students had composed the written text of the dialog, the researcher provided feedback or evaluation of the student's work, both the content and language structure. During the session, some students asked about the appropriate expression in their composed dialog. Next, students practiced the dialogue in pairs. The researcher conducted a formative assessment with an oral assessment instrument.

Learning speaking skills can be practiced at the Joint Construction of the Field stage. Although genre-based approaches are widely applied in writing instruction, the notion of genre and the principles of genre-based pedagogy are also powerful tools for teaching speaking to second language learners (Burns, 2019, p. 231).

d. Independent Construction of the Text

The fourth stage is the Independent Construction of the Text. This stage is when students independently create text after receiving teaching for a particular topic. Based on the findings in the experiment group at this stage, students were asked to script a conversation or dialog. The activity of creating and practicing dialogs is in line with Harmer's (2015) opinion that for intermediate learners, dialogs and other conversations provide opportunities for learners to produce language confidently and then vary the model with their creative additions.

Assigning students to create dialog in this stage was also recommended by Emilia (2016, p. 83). Based on the interview results, all teachers implemented the Independent Construction of the text stage in teaching. However, each teacher differed in the time of assessment and the language elements assessed; some teachers only evaluated writing or speaking skills when practicing the dialogue, or both aspects were assessed.. These assignments for students were referred to as project-based learning methods. In Independent Construction of the Text, teachers can also explore teaching strategies that appropriate to the characteristics of learners. This

statement is in line with (Triastuti et al., 2022)

Meanwhile, in the experimental class, researchers conducted several treatments. This treatment is also based on Hammond's teaching model cycle which three sub categories of teaching objectives:

1) Schematic structure

Independent Construction is when students individually produce texts with topics discussed in the type or genre of text being studied. This stage is recommended after students understand the type of text, schematic structure, and topic to be practiced. In this session, the researcher reviewed the lessons discussed in the Joint construction of the text stage for further preparation to assign them to create texts with the same text linguistic patterns.

2) Linguistic features

The researcher took an active role in supervising learners' work. The researcher facilitated students to give suggestions until learners could produce interpersonal and transactional conversation texts by social functions, text structures, and linguistic features correctly and according to the context of the topic discussed.

3) Knowledge of field

At this stage, after students know the text organization and linguistic features of the text, the researcher gave independent assignments to students to create conversation or dialogue texts in pairs. The written text is a script for making a dialog video. Then the researcher asked the students to make a video from the script that had been made. After that, the video was uploaded to YouTube.

The researcher created a Google form link for students to upload videos. The link was shared through the class Whatsapp group. Students submitted the Asking and Giving dialog video through the Google Form link. During this section,

the researcher assessed using an oral assessment rubric.

Students were emphasized to be more independent in producing text at the independent construction stage. This condition follows Hammond's (2001) opinion, who said that the teacher withdraws support as much as possible as the student exercises control over the focus genre (p. 40).

3. Learning assessment and evaluation process

There are two types of assessment in the learning assessment and evaluation process: formative and summative. Based on the results of interviews and observations, English teachers prepared and conducted formative assessments to measure students' abilities during the learning process. It was supported by Harmer (2015) who stated that when used appropriately, assessment helps students to understand what they can or cannot do and, in doing so, helps them to understand what they need to do next clearly. Meanwhile, the summative assessment activities were carried out after one of the main discussion topics had been taught. Summative or summative assessment is conducted at the end of a learning period to evaluate students' final achievement of the learning objectives.

The researcher used the Formative Assessment and Summative Assessment formats in this study to evaluate and assess the effects of using the genre-based approach on interpersonal and transactional conversational text. Formative assessment was carried out at each stage of the genre-based approach as previously described. In addition to measuring student understanding in the experimental group during the learning process, formative assessment is also considered as constructive feedback to improve student understanding in the next learning process.

Meanwhile, this study used the post-test format as a summative assessment. Summative assessment has several

important functions in an educational context. The summative assessment was used to evaluate and conclude student learning achievement at the end of the learning period. The summative assessment provides an overview of the extent to which students have achieved the learning objectives that had been set.

The results of the quantitative analysis of students' understanding of interpersonal and transactional conversational texts using the Genre-Based Approach can be seen from statistical calculations and interpretation of the experimental and control group's pre-test and post-test results.

Table 1. Statistics description of learning outcomes of interpersonal conversation text

Description	Experiment Group		Control Group	
	Pre test	Post test	Pre test	Post test
Minimum Score	20	53	33	20
Maximum Score	87	100	87	80
Average Score	53,57	84,90	64,40	54,43
Standard Deviation	14,00	13,61	16,23	16,42
N-Gain	0,644		-0,4452	
N-Gain %	64,46 %		-44,5189 %	

Based on the results of the pre-test on interpersonal conversation text in the control class, it can be seen that most students scored above the passing grade of 72, as many as 53.4%. In comparison, 46.6% had achieved the passing grade (>72). The control class post-test results showed that the acquisition of student scores less than the passing grade (value was 79.6%. In comparison, as many as 20.4% of students had achieved the passing grade (>72). From this data, the learning outcomes of most students in the control class for interpersonal conversation text material decreased.

Regarding students' understanding of interpersonal conversation text and the effect of teaching using a genre-based approach, the statistical significance value

of the experimental group was 0.000, and the significance value of the control group was 0.001, so it can be concluded that there was a significant effect of the Genre Based Approach on teaching interpersonal conversation text. As for the N-Gain calculation, the N gain value of the experimental group was 0.6447, and the N gain of the control group was -0.4452. From the statistical analysis results, teaching interpersonal conversation text with Genre Based Approach significantly improved students' understanding of interpersonal conversation text.

Table 2. Statistics description of learning outcomes of transactional conversation text

Description	Experiment Group		Control Group	
	Pre test	Post test	Pre test	Post test
Minimum Score	7	47	7	20
Maximum Score	73	100	60	80
Average Score	35,80	81,47	39,30	46,43
Standard Deviation	16,579	12,760	14,919	18,803
N-Gain	0,680		0,640	
N-Gain %	68,081		6,400	

Based on the results of the pre-test of transactional conversation text in the experimental class, it can be seen that most students scored below the passing grade score of 72, which amounted to 96.7%. Meanwhile, 3.3% of students had achieved the passing grade score (>72). In comparison, the experimental class post-test results showed that the acquisition of student scores that were less than the passing grade value was 19.9%. Meanwhile, 80.1% of students had achieved the passing grade (>72). From these data, the learning outcomes of most students in the experimental class for interpersonal conversation text material had increased.

Meanwhile, based on the pre-test results in the control class, it can be seen that all students had not achieved the passing grade score (<72). In comparison, the post-test results of the control group

class showed that the acquisition of student scores that were less than the passing grade value was 80.1%. Meanwhile, 19.9% of students was higher than the passing grade (>72). The data showed that most students in the control class did not reach passing grades on the transactional conversational text material, even after being taught by the teacher without using a genre-based approach.

Regarding students' understanding of interpersonal conversation texts and the effect of teaching using the genre-based approach, the statistical significance value of the experimental group was 0.000, and the significance value of the control group was 0.146, so it can be concluded that there was a significant effect of the Genre-Based Approach on teaching interpersonal conversation texts. The N-gain score of the experimental group was 0.6808, and the N-gain of the control group was 0,0640. From the statistical analysis results, teaching transactional conversational text with Genre Based Approach significantly improved students' understanding of the transactional conversation text.

Therefore, the genre approach significantly improved students' comprehension of interpersonal and transactional conversation texts. Scores in the experimental group that received the genre approach increased significantly, while scores related to students' understanding of interpersonal and transactional conversation texts in the control group were lower and even decreased.

The statistical analysis results aligned with the findings from the interviews with the teachers, who stated that the teachers considered the Genre-Based Approach a practical approach to helping students understand and use interpersonal and transactional conversational texts. They also expressed their opinions on the challenges or advantages of implementing this approach.

Conclusions

The Merdeka curriculum, which recommends the Genre-Based Approach, has been implemented in English language teaching at SMK Negeri 2 Slawi. However, the research indicates that not all teachers fully implement the stages of the Genre-Based Approach, especially regarding interpersonal and transactional conversation text topics.

In teaching interpersonal and transactional conversation texts at SMK Negeri 2 Slawi, all English teachers facilitated students using the Internet for searching authentic text as a learning resource. They also employed group or pair learning techniques to teach these conversations. The method used for teaching interpersonal and transactional conversation texts is Project-Based Learning (PBL).

Based on the research findings, the Genre-Based Approach has enhanced students' understanding of interpersonal and transactional conversation texts. This approach also allowed students to practice the learned conversation texts in real-life contexts. They also better understand test questions related to interpersonal and transactional conversation texts. Through interviews, classroom observations, and pre-test and post-test assessments, it can be concluded that this approach helps students comprehend various types of conversation texts.

Therefore, English teachers can use these research findings as a reference for teaching interpersonal and transactional conversation texts. It is recommended that they continue to use the genre-based approach in teaching these texts at SMK Negeri 2 Slawi, while enhancing their knowledge of teaching using the Genre-Based Approach.

Language teaching developers and curriculum designers can consider these research findings when developing learning materials related to teaching interpersonal and transactional conversation texts using the genre-based approach. They can develop learning

materials for various topics, ages, and student levels. Knowledge of the use of the Genre-Based Approach is expected to contribute to English language learning in the classroom.

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