This study addresses an issue of the lack of students’ participation in classroom. The aim of the study is to describe the quality of students’ participation in GBA implementation. A class which is consisted of 36 nine graders were observed as the subjects of the study. Furthermore, to collect and identify the data, the study employed qualitative approach with descriptive method. In addition, Suherdi’s framework of classroom discourse analysis was used to analyze the data. Three elements of students’ participation were analyzed, including the quality of students-teacher interaction, the quality of students’ verbal linguistic and the quality of students’ learning behaviour. The study found out that the quality of students-teacher interaction is relatively high and interactive. On the other hand, the quality of students’ verbal linguistic and learning behavior is low. The study is useful for teachers to professionally implement genre based approach.