

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English has an important role in all sectors. It gives many people a breach into the world of higher education, science, international trade, politics and many other ventures which interest them. In Indonesia, English takes the position and function as a foreign language, so it needs to be learned by every student. It is introduced in school and college.

The 2004 English Curriculum is designed based on the government regulation stating that the level of achievement in every curriculum is stated in terms of competence. The learning process is carried out by developing reading and writing culture. The competence for language subjects should emphasize the ability on reading and writing suitable for the levels of education, and that the standards of competence for high schools are aimed at increasing/improving the learners' intelligence, knowledge, personality, integrity, and life skills in order to live independently and to pursue further education (*Peraturan Pemerintah Republik Indonesia nomor 19 Tahun 2005 tentang Standar Nasional Indonesia*).

The decision of using the Competency-based Curriculum in the language education in Indonesia is aimed at reaching the language competence that includes discourse competence, linguistic competence,

socio-cultural competence, and strategic competence. Competency-based Curriculum should be used in all education units from elementary school, Junior High School, Senior High School, and Vocational School. By implementing Competency-based Curriculum in all education many kinds of the materials must be given to the students to learn, one of them is genre.

Teaching English puts genre as the main tool in language learning. The arrangement of curriculum is based on the genre. Genre is a set of texts, spoken or written, which are institutionalized in so far as they are considered by a given speech to be of the same type, like the genre of editorials or the genre of information. There are twelve kinds of genre namely: anecdote, descriptive on discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review. At Junior High School, graduates are supposed to be ready for handling the kinds of text they face at Junior High School levels that include: narrative, descriptive, recount, procedure, and report. Determining the type of genre will help the writer write a written text using the format involving structure patterns and form of organization used in the text and the ways of organizing information in paragraph used for communicative purpose.

Genre-based Approach is a concept of text that should make the texts effectively on purpose, rhetorical structure and grammatical patterns. Genre based approach also can help the students to response the situation that occur. According to Competency based curriculum, Genre-based Approach used for teaching English has two cycles, namely spoken and written cycles. Each

cycle consists of four steps, namely Building Knowledge of Field, Modeling of Text, Joint construction of Text, Independent Construction of Text.

Junior High School curriculum sees English as a tool to communicate orally and in written form. Mulyono (2008: 16) states that “communication is regarded to understand and express information, thought, and feeling and to develop sciences”. This means that integrated English communication is expected to exhibit students competence to discourse which cover the ability to understand and or produce particular text orally and or in written within the scopes of four language skills; reading, speaking, listening and writing. In this sense, the teaching and learning English as primary school subjects is directed to develop such above mentioned abilities that require graduates to communicate, discourse in English in particular literacy.

SMPN 01 Wonosari Klaten is one of the Junior High Schools which implements Genre-based Approach in the teaching and learning of English. It is being implemented since 2006. Not all of the English teachers of Junior High School apply this approach in the teaching and learning of English. Some of the teachers do not understand this approach. They said that Genre is a new approach, and it is still difficult to apply it in the teaching and learning of English.

The use of genre in language teaching and learning English is viewed to be best alternative in providing room for both teachers and students to widely improve the English teaching and learning practices in classroom environment. Besides that, the implementation of Genre-based Approach in

teaching English should improve the ability of the students to make the text of genre. The teacher knows that his students are not good in make the text and identify the generic structure of text types very well.

Based on the description above, the writer wants to know the procedures of teaching English using Genre-based Approach. In this research the writer makes a research entitled **“THE IMPLEMENTATION OF GENRE-BASED APPROACH FOR THE TEACHING OF ENGLISH AT SMPN 01 WONOSARI KLATEN”**.

B. Problem Statement

Based on the background of the study above the writer formulates the problem statement of this research, “How is the teaching of English using Genre-based Approach carried out at SMPN 01 Wonosari, Klaten?”. In order to answer this question, the writer arranges some subsidiary questions as follows:

1. What are the teaching and learning objectives of teaching English using genre-based approach?
2. What is the model of syllabus used by the teacher of teaching English using genre-based approach?
3. What are the materials for teaching English given the teacher?
4. How is the procedure used by the teacher of teaching English using Genre-based Approach?

5. What are the types of the classroom activities used in Genre-based Approach?
6. What are the problems faced by the teacher and the way used by the teacher overcome the problems?

C. Objective of the Study

From the problem statements above, the objectives of the study are to:

1. describe the teaching learning objectives of teaching English using Genre-based approach.
2. describe the model of syllabus used by the teacher.
3. describe the materials given by the teacher.
4. describe the procedure used by the teacher in teaching English using Genre-based Approach.
5. describe the types of the classroom activities using Genre-based Approach.
6. describe the problems faced by the teacher and the way used by the teacher overcome the problems?

D. Limitation of the Study

In order that the research is focused, the writer limits this research as follows.

1. The subjects of this research are the English teacher that is Mrs. Budi Rahayu, S.Pd, and the students of the second year in class VIIIIB (the

students consists of 39 students) at SMPN 01 Wonosari Klaten in 2010/2011 academic year.

2. The object of this research is the teaching learning process of English using Genre-based Approach at the second year students on second semester in class VIIIB of SMPN 01 Wonosari Klaten in 2010/2011 academic year.

E. Benefit of the Study

The writer hopes that this research will give some information which is needed to everyone and will be meaningful. There are two kinds of benefits in this research: theoretical and practical.

1. Theoretically

This research gives description of the implementation of Genre-based Approach in teaching English. In addition, it is expected to support the ability and to motivate the students to write the texts.

2. Practically

- a. Genre-based Approach in teaching language, gives some benefit for the students. It can be used to increase their ability to make a text covering knowledge, skills, creativity, attitude, and life style.
- b. This approach is the new main tool in teaching English skill, so it can make the process of teaching learning more interesting and various.

F. Research Paper Organization

In this research paper organization, the writer divided into five chapters. It purposes to make easier to the reader to understand the organization of this research paper.

Chapter I is introduction, which covers the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is Genre-based Approach dealing with previous study, theoretical review, notion of genre, the notion of Genre-based Approach, principle of Genre-based Approach, kinds of the texts, classroom implementation, and the 2004 English curriculum. Chapter III is research method which consists of Type of study, subject of the study, object of the study, data and data source, method of collecting the data, method of analyzing data.

Chapter IV discusses the research implementation and the result of the study.

Chapter V is conclusion and suggestion.