

CHAPTER I

INTRODUCTION

A. Background of the study

Mastering English language is important in our society and global area. Human beings need communication to fulfill their needs in their life. People can communicate in written and oral form. They can interact each other by using language in oral form of daily life. English language as language for science and technology also becomes an instrument for everyone to broaden and to move beyond particulars boundaries.

The government of Indonesia has developed the competency based curriculum. Based on the collection of rational theory and practice becomes a foundation of all the decisions to formulate the standard competence, basic competence, and indicator. The English Curriculum (2004) of PP. No, 19, 2005 about formulate the standard competence of education that the learning process is carried out by developing reading and writing skills.

In the communicative model of language teaching, the teachers help their students to develop their knowledge by providing authentic practice, which prepares the students for real-life communication situations. The teacher also helps their students to develop their grammatical ability, logical sentences and pronunciation ability.

Teaching English as a foreign language in junior high schools is aimed at providing the students to achieve communicative competence in skills such as

listening, English, reading, and writing. Junior High school curriculum sees English as a tool to communicate orally and in written form. Mulyono (2008: 2) states that “communication is regarded to understand and express information, thought, and feeling and to develop sciences”. This means 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 written with four language skills; reading, English, listening and writing.

In addition, the teaching and learning of English at level of junior high school is expected to achieve informational function stage. This is intended to prepare them to the advanced level of education at university. Informational stage within English language competence draws condition in which people have ability to access sciences by devising fully their competence in language they have learn.

According to Johns (2002:01), “Genre as a means for analyzing text has become a means for better pragmatic and linguistic understanding of texts”. In general, genre is used to describe the range of process (such as explaining, instructing, recounting, describing, arguing, and narrating) used to produce texts that reflect the purpose and intended audience. In the Genre-based instruction there are two cycles’ oral and written cycles. In here the writer focuses on oral cycles.

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 or information. There

are twelve kinds of genre namely: anecdote, descriptive on discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review. The use of genre is obvious in the English curriculum especially junior high school. The use of genre in language teaching, and learning particularly in area of teaching 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.

Genre-based materials in English lessons give more chances for students to actively participate in teaching and learning materials that the use of genre-based materials is also to provide more opportunities for language performance in daily life context.

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The teaching and learning using genre consist of four steps. Firstly, Building Knowledge of the Field (BKOF) where teachers and students build culture context, share experience, discuss vocabulary, grammatical patterns and so on. All of these are geared around the type of spoken texts and topics they are going to deal with at the second stage. Second, Modeling of Text (MOT) where students listen to statements of short functional text, conversation and monologue that is geared around a certain communicative purpose. Third, Joint Construction of Text (JCOT) at this stage they

try to develop the texts with their peers and with the help from the teachers. The students need to demonstrate their English ability and to show their confidence in English. The last, Independent Construction of Text (ICOT) at this stage, students are expected to do the task individual or to carry out monologues that are aimed at giving directions or showing ways to do things such as how to make a kite, how to make a paper cap, and so on.

Many school teachers teach their students passively. They just ask their students to open the exercise book, read the task then do the exercise. As the result, the students become disinterested in English learning process. The students become passive in English learning process and they are not able to speak, therefore, the English teaching learning process is not effective.

The purposes of the implementation of Genre-based Approach in teaching English at MTsN Kalijambe, Sragen are to make the students interested in the material, to make the students get the motivation and new ideas about the material and to give more chances for students to speak actively and participate in teaching learning materials. Genre-based Approach is also providing the opportunities for language performance in daily life context. .

Teaching English in Junior high school of MTsN Kalijambe, Sragen is not easy. It is caused by many factors. First, they are lack of students' vocabulary mastery. Second, they like to use their native language more than in English. Third, they have less motivation in English learning process. Fourth, the students are still confused in giving certain act to express their English. Those problems happen in the students of

MTsN Kalijambe, Sragen the process of teaching English ability by using Genre-based Approach is very effective technique in teaching English ability.

Based on the background above the writer is interested in conducting a research entitled *THE IMPLEMENTATION OF GENRE-BASED APPROACH IN TEACHING ENGLISH AT MTsN KALIJAMBE, SRAGEN.*

B. Problem statement

The main research problem of the study is “How is the implementation of Genre-based Approach to develop English skill of the students at MTsN Kalijambe, Sragen?” To answer this problem, the writer raises subsidiary question as follows:

1. What are the procedures of the process of teaching English by using Genre-based Approach in MTsN Kalijambe, Sragen?
2. What kinds of activities are carried out during the English learning process?
3. What are the problems faced by the teacher and what are the solutions for the problems?

C. Limitation of the study

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

1. The subject of this research is limited to the second year student at the second semester of MTsN Kalijambe, Sragen.
2. The object of the research is the teaching learning process in English skill by using Genre-Based Approach to the Second Year Student at the Second Semester of MTsN Kalijambe, Sragen.

D. Objective of the Study

Based on the problem statement mentioned above, the writer formulates some objectives of the study “To describe the implementation of Genre-based Approach to develop English skill of students in English skill at MTsN Kalijambe, Sragen. Especially this aims to:

1. to describe the procedures of Genre-based Approach in teaching English,
2. to describe the kinds of the activities carried out during the English learning process, and
3. to discover the problems faced by the teacher and discover the solution of the problem.

E. Benefit of the Study

They are two major benefits. The first is Theoretical benefit, and the second is practical benefits. The expected advantages of the study both theoretical and practical benefits are as follows:

1. Theoretical benefit
 - a. The result of the research can be useful for English teacher in giving additional input in English class.
 - b. The result of the research is used as the reference for those who want to conduct a research on English class.
2. Practical benefit
 - a. The research will improve the writer herself in mastering English.

- b. The reader will get a large knowledge about the implementation of Genre-based to teaching English.
- c. This research has function to develop the genre-based approach to be successfully implemented in a foreign language in the school especially at MTsN Kalijambe, Sragen.

F. Research Paper Organization

This report will be managed into some chapters. Chapter I is introduction which includes the background of the study, previous of the study, research problem, objective of the study, the benefits of the study, and research paper organization.

Chapter II is underlying theory. Previous study, theoretical review, notion of genre, principle of genre, procedure of genre, and the last is English text.

Chapter III is research method. This chapter consists of type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is discussion the result and of the research. It presents to research finding and discussion.

Chapter V is the last chapter. It deals with conclusion and suggestion