CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important in communication. It helps us reflect experience, express our idea and feeling, and understand meaning. So, we have to learn the language. English is a foreign language, which is very important to be mastered, because it is an international language in the world. By mastering English the students are expected to absorb and keep up with the development of science, technology, etc. Learning English means mastering four language skills, namely listening, reading, speaking, and writing.

Government determines the system of Genre-based Approach in teaching English. It is expected to develop communicative competence and make student able to make rational English text. The 2004 English curriculum of PP No. 19, 2005 formulates the standard competence of education about the learning process in developing reading and English culture.

English language teaching in Indonesia has undergone several changes. The changes aim at improving the outcome of English language teaching. In 2004, the Ministry of National Education has decided the new curriculum in the instruction of English Language teaching in senior high school and junior high school. The curriculum is known as Competence-based Curriculum or 2004 Curriculum which recommends a new approach that is Genre-based Approach.

The teaching of English has been adapted to the curriculum by which big proportion of school hours given to the teaching and learning such this language has been regarded to enabling students to have competence in skills of English including reading, speaking, listening, and English. In teaching and learning English the teachers' task is to help the students achieve the communicative competence where teachers are required to have professional competence in order to be able to teach English well. 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. 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 teaching language based on the results of genre analysis, the study of how language is used within a particular setting (Swales 1990) and is concerned with the form of language use relation to meaning (Bhatia

1993). Genre-based Approach is similar to a process approach to teaching English.

Genre-based Approach can be developed to language skill. Genre will make the learner easy in learning English. The model of text genre consists of descriptive, narrative, explanation, exposition, report, recount, and so on. Genre-based Approach especially in genre based in teaching writing is concerned with what learners do when they write.

Genre-based Approach has two cycles: oral cycle and written cycle. Oral cycle focuses on developing the ability to use oral language or spoken and listening skill. Whereas in written cycle is developing the ability to use written language, the learner has to try to write a text which is similar with the text that has been read. Genre-based Approach has four stages. It consisting of Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT).

There are many causes of the problems in teaching learning process in SMA Muhammadiyah 1 Klaten especially in the second grade. The first, the students have limited vocabulary. The second, the teacher cannot organize the class well because most of the students do not pay attention when the teacher explains the material. The third, the student have less motivation in English learning. The difficulty is also faced by the students. They do not realize that English is important for them. So, the teacher has to find a new method to teach English in order to make students active to write. The students tend to study and

to multiply vocabulary especially English included it as important thing. So, the teacher uses Genre-based Approach in teaching learning process.

Realizing the phenomena above, the writer is interested in knowing more deeply about the teaching learning process of English using Genre-based Approach in SMA Muhammadiyah 1 Klaten. Therefore the writer concerns to discuss ***THE IMPLEMENTATION OF GENRE - BASED APPROACH FOR THE TEACHING OF ENGLISH AT SMA MUHAMMADIYAH 1 KLATEN.***

B. Problem Statement

The problem of the study is "How is the teaching learning process of English using Genre-based Approach at SMA Muhammadiyah 1 Klaten?" I raise subsidiary research questions, as follows:

1. What is the learning objective in SMA Muhammadiyah 1 Klaten?
2. What is the material for the second year students in SMA Muhammadiyah 1 Klaten?
3. What is the syllabus in SMA Muhammadiyah 1 Klaten?
4. What is the procedure of the teaching English using Genre-based Approach at the second year in SMA Muhammadiyah 1 Klaten?
5. What are the activities in each stages teaching English using Genre-based Approach?
6. What are the problems faced by teacher in teaching English using Genre-based Approach?

C. Limitation of the Study

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

1. The subjects of this research are limited to the second year students SMA Muhammadiyah 1 Klaten. The subject of this research is only the second year student especially in IPA class because this class consists of a lot of excellent students and the English teacher in IPA class is very profesional.

2. The object of the research is the teaching learning process in teaching English using Genre-based Approach at SMA Muhammadiyah 1 Klaten in the second semester in 2010-2011 academic years. The object of the research is focused only on the process of teaching English using genre, because the Genre-based Approach is a new approach in teaching English, so, the writer wants to know how far this approach is implemented by teacher.

D. Objective of the Study

This study aims to describe the teaching learning process of English using Genre-Based approach at SMA Muhammadiyah 1 Klaten. Specifically the research aims to describe:

1. the learning objective in SMA Muhammadiyah 1 Klaten,

2. the material to second year at SMA Muhammadiyah 1 Klaten,

3. the syllabus in SMA Muhammadiyah 1 Klaten,

4. the procedure of teaching English using Genre-based Approach,

5. the activities in each stage teaching English using Genre-based Approach and,

6. the problem faced by teacher in teaching English using Genre-based Approach.

E. Benefit of the Study

The writer hopes that this research gives two major benefits, they are theoretical and practical:

1. Theoretical Benefit

The finding of this research can develop the method of teaching English as foreign language.

2. Practical Benefit

a. It will give some information and knowledge about the teaching English using Genre-based Approach learning process.

b. The finding of this research will add the English teacher knowledge about the activity that can be used in teaching English using genre. This research describes the difficulties faced by teacher so the English teachers know the difficulties firstly and they can anticipate its problem before teaching.

F. Research Paper Organization

The writer organizes this research paper in order to make it easier to understand. This research paper consists of five chapters:

Chapter I is Introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is Underlying Theory. It contains previous study and some theories that support the research. The theories deal with the notion of Genre-based Approach, principle of genre, kinds of English text.

Chapter III deals with research method. It consists of type the research, subject of the research, object of the research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is concerned with research result. This chapter discusses the findings and discussion of the finding.

Chapter V consists of conclusion and suggestion.