CHAPTER I
INTRODUCTION

A. Background of the Study

Teaching English in Indonesia is focused on the ability of student’s communication. The communication can be in the form of oral and written forms. The learners should be capable of learning the four language skills, namely: listening, speaking, reading, and writing. Because of the function of language, a curriculum of language must be able to prepare the learners to get competence. It will make the learners reflect their experience and the other experience to reveal the idea and feeling and also to understand many kind of language situation.

As an effort to develop the education quality in Indonesia, government of Indonesia decides the Government Regulation No. No.22/2006 about the national standard of education. It is the minimum criteria about the education system in Indonesia. The content is about the standard of content, process, graduated competence, teacher, and materials for education, cost, and evaluation. It has function as a basis of planning, action and controlling the education to reach good quality of education. It has purpose to ensure the national quality of education by educating the society and creating prestige of Indonesian nature (Muslich, 2008: 12).

As an implementation of the Government Regulation, nowadays the government of Indonesia has instructed to every unit of education to
apply School-based Curriculum (KTSP). Depdiknas 2006 in Muslich (2008: 17) defines School-based Curriculum as a curriculum in a school level development that suites to the students level of competence, the characteristics of the school and the region, the social characteristics of the surrounding and the characteristics of its pupils. Based on National Education Standard Board, 2006 it is explained that School-based Curriculum is an operational curriculum that is arranged and done by each school/educational institution.

The guidelines of development School-based Curriculum are: (1) Standard of Content, (2) The Graduate of Standard Competence, the arrangement of guiding School-based Curriculum from BSNP (National Education Standard Board (BSNP 2006). The principles of the development of School-based Curriculum based on Government Regulation No.22/2006 are the center of the potency, development, need, student’s need and their environment-oriented where it stands, variety and integral, perceptive to the science development of technology and art relevance to life needs, comprehensive and continuous, lifelong learning, and balance between the national purpose and region purpose.

The composition of School-based Curriculum includes the subject of the study, local content, self-development activity, learning-cost organization, learning completeness, class promotion and graduation, defining the department, life-skill education, local and global-based education (Muslich, 2008: 18).
School-based Curriculum is used in all education level which many kinds of the material must be given to students to learn, one of them is genre. Kays and Dudley-Evans in Fauziati (2007: 212) states “genre is a set of communicative purposes within certain social situations and each genre has its own structural quality according to those communicative purposes”. The kinds of genre learned by senior high school’s students are narrative, report, discussion, news item, descriptive, recount, and procedure. The Genre-based Approach is used as an approach to teach English language in Senior that have been included their curriculum.

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 occurs. According to School-based Curriculum, Genre-based Approach used for teaching English has two cycles, namely spoken and written cycles. In oral cycle, it focuses on the students’ ability in produce the language orally (spoken). Whereas in written cycle focuses on the students’ ability in writing. The last product of students is about written product. Genre-based in writing cycle, is concerned with what learners do when they write. An understanding of the concept allow the teachers to identify the kind of text that students will have to write in their target occupational, academic or social contexts and to recognize their courses to meet these needs. The concept of genre enables teacher to look beyond content, composing process, and textual forms to see writing as attempt to
communicate with readers-to better understand the ways that languages patterns are used to accomplish coherent, purposeful prose.

Each cycle consists of four stages. The first stage is Building Knowledge of Field (BKOF). The second stage is Modeling of Text (MOT) where the teacher gives the example of the text. Next stage is Joint Construction of Text (JOT). In this stage, teacher asks to the students to work together with their friend. The last stage is Individual Construction of Text (ICOT). In the last stage is the stage to measure the student’s ability.

Genre-based approach is the new approach applied in teaching English. SMA Negeri 1 Gabus is included a new school in Grobogan regency. Nevertheless, the school has used the Genre-based Approach in teaching English. The teacher knows that her students have low motivation in comprehend the genre texts. Because of the reason, the writer wants to know how the procedures of teaching English using Genre-based Approach applied by the teacher at this school. In this research the writer makes a research entitled The Implementation of Genre-based Approach in Teaching English at The First Year of SMA Negeri 1 Gabus-Grobogan in 2010/2011 Academic Year.

B. Limitation of the Study

In this research the writer analyzes the teaching-learning process. The subject of the study is English teaching learning process and the
object of the study is students at the first year in the second semester at SMA Negeri 1 Gabus in 2010/2011 academic year particularly focused on the implementation of Genre-based Approach in teaching English, the types of the classroom activities of the Genre-based Approach, and the last is the problems faced by the teacher and the solution in teaching English using Genre-based Approach.

C. Problem Statement

Based on the background of the study above the writer formulates the problem of the study as follows:

1. What are the classroom activities used by the teacher in teaching English using Genre-based Approach?
2. What are the problems faced by the teacher and the solution in teaching English using Genre-based Approach?

D. Objective of the Study

Based on the problem statement, this study is conducted to:

1. Describe the classroom activities used by the teacher in teaching English using Genre-based Approach.
2. Describe the problems faced by the teacher and the solution in teaching English using Genre-based Approach.
E. Benefit of the Study

The writer really hopes that this research has some benefits. The benefit can be distinguished into two benefits:

1. Theoretical Benefits
   a. For Students
      1) This research will increase the knowledge on understanding the kinds of text.
      2) This research is expected to support the ability and to motivate the students to write the texts.
   b. For Teachers
      1) This research is beneficial to enlarge the theory of Genre-based Approach
      2) It can be used as the reference for teaching in English by using Genre-based Approach
   c. For Lecturers
      This research can be used as the reference for teaching in English at the university.

2. Practical Benefits
   a. For Students
      This approach is the new method in teaching English skill, so it can make the process of teaching learning more interesting and various. So, they can mastering the kinds of text easily.
b. For Teachers

The result of the study will improve the teacher’s comprehension about the implementation of Genre-based Approach in teaching English.

c. For Other Researchers

It can be used as the reference for other researchers in their study about Genre-based Approach.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction dealing with the background of the study, problem statement, objective of the study, limitation of the study, benefits of the study, and research paper organization.

Chapter II is underlying theory presenting the previous study, the notion of GBA, principles of GBA, procedure of GBA, and kinds of English text.

Chapter III is research method that consists of type of the research, object of the research, data and data source, method of collecting data, technique of analyzing data.

Chapter IV is research finding and discussion. The research finding focuses on the implementation of Genre-based Approach in teaching English at SMA N 1 Gabus, the activities that used in the teaching English using Genre-based Approach, the problems faced by the teacher in using the Genre-based Approach.
Chapter V is conclusion and suggestion that is followed by bibliography and appendix at the end of the research paper.