

**TEACHER'S COMPETENCE IN WRITING GENRE TEXT (A CASE
STUDY ON TEACHERS TAKING TEACHER TRAINING
PROFESSIONAL PROGRAM OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2010)**



RESEARCH PAPER

Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2011

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TESTIMONY

I hereby assert that there is no plagiarism in this research paper. There is no other works or previous literary works which have been submitted to obtain the bachelor degree and as far as I am concerned there is no opinion that has been published before, except the written references which are referred in this paper and mentioned in the bibliography.

Hence, later, if it is proven that there is untrue statement in this testimony, I will be fully responsible.

Surakarta, July, 2011

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MOTTO

Be always Believe in Allah.

(the Writer)

Be Brave, You'll never Know until You've
Tried

(the Writer)

Be Positif Thinking, Positif Motion, &
Positif Emotion.

(Reza M. Syarif)

Learn It, Live It, Love It

(NN)

DEDICATION

From the deepest heart, the writer would like to dedicate this research paper to the saviours of her life:

✚ Allah S.W.T.,

✚ Her beloved grandma (Mbah Kam),

✚ Her beloved parents (Bapak Sumaryanto and Ibu Kustriyah),

✚ Her brother (Agung Sujarwadi) and her sister (Dwi Septri Wijayani),

✚ Her dearest one (Mas Yulda) and his parents,

✚ Her lovely friends.

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The writer realizes that this research paper is far from being perfect. Therefore, suggestion and criticisms are welcome and accepted. She hopes that this research paper would be valuable for readers.

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Surakarta, July 2011

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SUMMARY

Sutriyani. A320010109. TEACHER'S COMPETENCE IN WRITING GENRE TEXT (A CASE STUDY ON TEACHERS TAKING TEACHER TRAINING PROFESSIONAL PROGRAM OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2010). Research Paper. Muhammadiyah University of Surakarta. 2011.

This research paper is intended 1) to describe the teacher's discourse competence related to writing genre text, 2) to describe the teacher's linguistic competence related to writing genre text, and 3) to describe problems faced mostly by teachers.

The object of this research is the teacher's competence in writing genre text. Genre texts here are recount text, discussion text, and hortatory text. The data are genre texts made by English teachers taking *PLPG* Program of Muhammadiyah University of Surakarta in 2010. The sources of data are taken from the written test result of English teachers taking *PLPG* Program of Muhammadiyah University of Surakarta in 2010. In describing the teachers' discourse and linguistic competence, the writer uses the theory of Murcia and Jacobs's scoring system that is adapted by considering the genre text elements. This research uses descriptive qualitative research since it emphasizes on answering the research questions by formal and argumentative way of thinking rather than on hypothesis test.

The result of the study shows that the teachers' discourse competence in writing genre texts are 8.51% in excellent category; 15.6% in good category; 18.43% in fair category; 12.76% in poor category; and 44.68% in failed category. In addition, the teachers' linguistic competence in writing genre texts are 12.05% belongs to excellent category; 19.14% belongs to good category; 26.95% belongs to fair category, 19.85% belongs to poor category; and 21.98% belongs to failed category. The problems mostly faced by teachers are in discourse competence especially in generic structure and in linguistic competence especially in language features and vocabulary.

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