A. Background of the study

The objective of teaching English based on the Decree of the Ministry of Education and culture No. 096/1967 is to develop working knowledge of English reflected from: (1) effective reading ability (2) ability to understand spoken English (3) writing ability and (4) speaking ability. Successful teaching is the result of dynamic interactions among curriculum and syllabus design, teachers and students, methodology and instructional materials.

This research study is related to teaching teens. Brown (2000: 91-92) states that it is of course much too absolute to consider that a child ceases to be a child at the age of puberty and that all of the rules of adult teaching suddenly apply, it is therefore appropriate to consider briefly the sort of variables that apply in teaching “young, adult, “teens” and high school-age children whose ages range between twelve and eighteen or so. The “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, Therefore, teaching junior high school students not only transfer the knowledge but also understanding their mental psychological aspect.
Based on the bill Republik Indonesia No.20 Year 2003 about National Education System and Government Arrangement of Republik Indonesia No.19 Year 2005 about Standar Nasional Pendidikan, it is instructed by the government to every unit of education to apply School based Curriculum (KTSP). In addition, based on the government degree No.19 2005 article 17 verse 2 it is stated that school and school committee or Islamic school and Islamic school committee should develop the School-based Curriculum and its syllabus according to the concept of the Curriculum and standard of Graduate Competence, license of regency supervision that is responsible in education levels of elementary school, junior high school, senior high school and also the department who is responsible to the government matter in the religious field such as MI, MTs, MA and MAK.

Mulyasa (2006 : 11) defines school-based Curriculum as a curriculum in a school level development that suites to the level ability of the students, 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 (Government Regulation No.22/2006), (2) The Graduate of Standard Competence ( Government Regulation No.23/2006), 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 structure 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.

To increase language competency, based on the 2004 Curriculum for Indonesian Islamic Junior High School and MTs, the objective of English instruction is to improve their communicative competence. It covers four skills: listening, speaking, reading, and writing. It is also clearly stated in the curriculum of Junior High School 2004 that English studies are taught in order to develop the ability to communicate both oral and writing skill, the ability to communicate includes listening, speaking, reading and writing, and it is also to build the student’s awareness that English as one of the foreign languages as the main tool for learning and the last point is to develop the understanding about the relation between language and culture and to wide the knowledge of culture.
Genre-based Approach is used as an approach to teach English language. In genre, there are two cycles namely oral and written cycle.

Genre-based Approach in teaching English is concerned with how learners express their idea based on the text. An understanding of the concept allows the teacher to identify the kind of text that students will have to find the idea about the text and then the students try to speak. The concept of genre enables teacher to look beyond content, composing purpose, and textual forms to see speaking as attempt to communicate with audience to better understand the ways language patterns are used to accomplish coherent, purposeful prose.

MTsN 1 Sragen is one of the junior high schools which implemented Genre-based Approach in the teaching and learning of English. It is being implemented since 2004. Not all English teachers of junior high school apply this approach in the teaching and learning of English. Some of the teachers have not understood with 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. After the writer does observation in the MTsN 1 Sragen especially in VIIIC Class, the writer found that the use of Genre-based Approach is very effective for students because the students can know the kinds of text. The students are able to make texts from their imaginations that are suitable with their lesson.
The English teacher of MTsN 1 Sragen in the implementing of genre based approach makes the students to actively participate in teaching learning. This is could look of pre-observation from the writer. The teacher Erlyn Fajarwati Spd, asked the students to read the text about history, and one of the students read the text, and other students to scrutinize. After reading the text, the teacher asked the students to look for the difficult words and then the teacher interpret those words. After that, the students identify the types of the text and the generic structure. The history is a narrative text. Narrative text is one of the kinds of genre that give in the junior high school. Narrative text is to amuse, entertain and to deal with actual or vicarious in different ways; narratives deal with problematic events that lead to a critics or turning points of some kind, which in turn finds a resolution. The teacher asked the students to complete the text. Based on the statement above, the students can know the types of the text that they read. The student can also write a narrative text based on their experience. The weakness of this class that the students cannot identify the generic structure of text types very well. Based on the statement and pre-observation above, the writer wants to conduct her research entitled THE IMPLEMENTATION OF GENRE – BASED APPROACH IN THE TEACHING OF ENGLISH AT MTsN 1 SRAGEN IN 2011/2012 ACADEMIC YEAR
B. Problem Statement

The problem of the study is “How is the implementation of English using Genre-based Approach at the second year students of MTsN 1 Sragen?”

I raise subsidiary research questions, as follows:

1. What are the indicators formulated by the teacher match with aspect of genres?
2. What are the material for the second year student use?
3. What are the uses of syllabus?
4. What are the procedures of the teaching English using Genre-based Approach?
5. What are the classroom activities in each stages teaching English using Genre-based Approach?
6. What are the strength and weakness in teaching learning process of Genre Based Approach and what are the solutions for the weakness?

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 MTsN 1 Sragen. The subject of this research is only the second year student especially in VIIIC class because this class consist a very difficult students.
2. The object of the research is the teaching learning process in teaching English using Genre-based Approach at MTsN 1 Sragen in the second semester in 2011/2012 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 MTsN 1 Sragen. Specifically the research aims to describe:

1. the indicators in MTsN 1 Sragen based on the aspect of genres,
2. the material to second year students atMTsN 1 Sragen,
3. the syllabus in MTsN 1 Sragen,
4. the procedure of teaching English using Genre-based Approach,
5. the classroom activities in each stage teaching English using Genre-based Approach and,
6. To discover the strength and the weakness in teaching learning process of Genre Based Approach and discover the solution of the weakness.

E. Benefit of the Study

They are two major benefits. They are the theoretical benefit and practical benefits. The expected advantages of the study both theoretical and practical are as follows:
1. Theoretically

The benefit of this research is to give significant input to the theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities.

2. Practical benefit

This research gives understanding dealing with the implementation and its influence, and the effectiveness of Genre Based Approach. Hopefully, it becomes a reflection to the teachers in the process of teaching and learning activities, for students to improve English competence when they encounter obstacles in the field of mastering English. For the researcher who is also an English teacher, she will have a direct experience and understanding of the use on the implementation of Genre Based Approach in the teaching English.

F. Research Paper Organization

The researcher is going to discuss the study in five 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 review of related literature which covers underlying theory. Previous study, theoretical review, notion of genre, principle of genre, procedure of genre, and the last is types of 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.