

**THE TEACHING OF WRITING USING GENRE BASED APPROACH AT
MTSN MLINJON KLATEN: AN ETHNOGRAPHIC RESEARCH**



RESEARCH PAPER

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by:

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important to communicate. It helps students reflect their experience, to express their idea and feeling, and to understand many kinds of meaning. To reach the language competency, based on the 2004 Curriculum, the objective of English instruction is to develop student's communicative competence. It covers four language skills: listening, speaking, reading, and writing. It is also intended to grow the awareness of the importance of English language as one of foreign languages as the principal tool in learning. In addition, it develops the understanding of the relation between language and culture.

The 2004 English Curriculum is designed based on the government regulation in the sense that the curriculum has to be competency-based and the learners are expected to be able to communicate in English as one of their skills. The learners also can improve their intelligence, knowledge, personality, and integrity in order to live independently and to pursue further education.

Actually, the portion of learning English in junior high school is sufficient. In junior high school, English language was taught about 4 hours (45 minutes in a meeting) every week. It is the significant time to dominate the foreign language. However, most of them felt difficult in doing the exercises when the teacher commands them to do the exercises. Only a few students, who have the good ability in English.

A curriculum of language must be able to prepare the learners to get the language competence. The competence is communicative competence. Communicative competence as discourse competence is the ultimate competence. To attain this competence, learners need the supporting competence including linguistic competence, actionable competence, socio

cultural competence, and strategic competence. The learners must have all the competence to get the good result in the learning process.

In the learning process, the learners need to communicate to each other. The communication can be realized in spoken and written. The learners can communicate in written text. The learners write what they think and what they want to say.

Writing is described as the graphic symbol: that is, letter or combinations of letters that relate to the sound we make when we speak. The symbols have to be arranged, to form words and words arranged to be sentences. It is transferring a message from our thoughts using language. Writing is producing sequence of sentences arranged in a particular order and linked together in certain ways (Byrne, 1997: 1).

Basically, in writing, the students must be packed in text formulation that conventionally have been greed by the society, not only realizing information, message, or idea in a sentence in correct grammatical. It makes the reader easily understand the content in the text. The criterions are purpose, rhetorical structure, and grammatical pattern.

Writing is not easy to learn, let alone for the students of Junior High School who have limited vocabulary. Hence, the students need the teacher's help to master the writing skill. The main role of the teacher in teaching writing is a facilitator (Fauziati, 2002: 152). To help the teacher as facilitator, the level based curriculum puts genre as the main tool in language learning.

Genre will make the learners easy in learning English, especially in writing process. Genre as type of text that the function as frame of reference, which should make text effectively on purpose, rhetorical structure and grammatical patterns (Pardiyono, 2007: 2). The model of text genre consists of descriptive, narrative, explanation, exposition, news,

report, discussion, etc. Genre-based Approach, especially in genre based in teaching writing, is concerned with what learners do when they write. The concept of genre enables teacher to see the content, composing process, and textual forms to see writing as an attempt to communicate with readers, to get the better understanding about the ways of language pattern used to accomplish coherent, purposeful prose.

In genre, there are two cycles: oral and written. The previous is aimed at developing the ability to use oral language. The latter is aimed at developing the written language. In the written cycle, the learners try to write a text. They write the text similar to what they have read.

Within both written and oral cycle, there are four stages. The first stage is Building Knowledge of the Field (BKOF) where teacher and students build cultural context, discuss vocabulary, grammatical pattern, and so on. The second stage is modeling of the text (MOT) where the teacher gives model of text or oral presentation to the class, and then the learners analyze it. The third stage is Joint Construction of the Text. The learners try to develop the text with their friends and with help from the teacher. The fourth stage is Independent Construction of the Text, where the learners are expected to be able into speaks spontaneously or makes a written text individually.

Genre is the new main tool in language learning. It is the implementation of School_based curriculum in teaching English. The teacher at MTsN Mlinjon Klaten using Genre-based Approach in teaching English in the classroom. The teacher needs to improve the skill of the students in English, especially in writing. The teacher knows that his students are very good in writing. Because of the reason, the writer wants to know how the procedures of teaching writing using Genre-based Approach. In this research the writer makes a research

entitle THE TEACHING OF WRITING USING GENRE BASED APPROACH AT MTs N
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B. Limitation of the Study

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

1. The subjects of this research are limited to the second year students from class E on the second semester at MTs N Mlinjon Klaten in the academic year 2008/2009.
2. The object of the research is the teaching learning process in teaching writing using Genre based Approach on the second semester of the second year students at MTs N Mlinjon Klaten in the academic year 2008/2009.

C. Problem Statement

The main research problem of this study is “How is the teaching of writing using Genre-based Approach carried out at MTs N Mlinjon Klaten?”. To answer this problem, the writer raises subsidiary research questions as follows:

1. How is the procedure of teaching writing using Genre-based Approach?
2. What kinds of activities carried out during the teaching of writing using Genre-based Approach?
3. What are the problems faced by the teacher during teaching writing using Genre-based Approach at MTs N Mlinjon Klaten ?

D. Objective of the Study

This study aims to describe the teaching of writing using Genre-based Approach MTs N Mlinjon Klaten. For the detail, the research has the following objectives:

1. Describing the procedure of teaching writing using Genre-based Approach.
2. Describing the kinds of activities carried out during the teaching of writing using Genre-based Approach.
3. Describing problems faced by the teacher during teaching writing using Genre-based Approach.

E. Benefit of the Study

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

1. The theoretical benefits
 - a. The finding of this research can develop the method of teaching writing, especially in using Genre-based Approach.
 - b. The result of the research is used as the reference for those who want to conduct a research in teaching writing using Genre-based Approach.
2. Practical benefits
 - a. The finding of this research can be the reference to the teacher training to develop the capability in teaching English especially in writing skill.
 - b. This approach is the new main tool in teaching English skill, so it can make the process of teaching learning more interesting and various.

F. Research Paper organization

The organization of this research consists of five characters as follows:

Chapter I is Introduction, which covers the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents related theories or concept of underlying theories, which cover previous study, notion of writing, method in teaching writing, notion of genre, procedure in teaching genre, and type text of genre.

Chapter III is research method; in this chapter will deal with the research method covering the type of research, data and data source, subject and object of the study, method of collecting data, and method of analyzing data.

Chapter IV discusses the research implementation and the result of the study.

Chapter V is conclusion and suggestion.