

**THE IMPLEMENTATION OF GENRE-BASED APPROACH IN
TEACHING WRITING AT SMP PGRI 12 KEBAKKRAMAT
KARANGANYAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is life long learning, a balancing between knowing and experimenting. Based on the Decree of the Ministry of Education and Culture No.096/1967 (12 December 1967) “*Fungsi dan Tujuan Pengajaran Bahasa Inggris pada Lembaga-lembaga Pendidikan Tingkat Lanjutan dalam Lingkungan Departemen Pendidikan dan Kebudayaan*” (the function and the objective of English teaching in educational institution in the next grade is in the environment of educational cultural department). The background of teaching English is “maximum development of human and economic resources” to accelerate the national development in order to achieve the justice society can not be done maximally by only using Indonesian language because science and technology is stated in foreign language especially English. So, English needs to be learnt.

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 deals with the writing skill at junior high school students and it 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, little is specifically said in the language teaching field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even in the form of simple reminders. Therefore, teaching junior high school students not only transfer the knowledge but also understanding their mental psychological aspect.

Based on the *bill of Republic Indonesia No.20 Year 2003 about National Education System and Government Arrangement of Republic 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 written skill, the ability to communicate includes listening, speaking, reading, and writing, and it is also to built 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.

Research study on teaching writing in a second language is emphasizing techniques for teaching writing. These efforts led to the process approach, which helps students to work through several stages of the writing process. In the process approach, a teacher typically has students follow the steps of prewriting, writing, revising, and editing before achieving the final product, and this sequence teaches students how to write. Later, more attention was paid to the nature of writing in various situations (Kim and Kim, 2005).

On the written end of continuum, texts have very different features. They are essentially monologic, in that they are constructed by one person writing alone, although the writer may discuss the construction of his or her text with a reader. Typically, written texts are preplanned, drafted and edited before reaching their final version. The writer cannot assume a shared context or shared knowledge with the reader who may be separated from the writer by both time and geographical distance. Thus, written texts must be decontextualised in the sense that they must be independent of the actual physical context in which they were created. The cohesive ties must link into the text rather than out into the context. Unlike spoken texts, a written text must be cohesive within itself (NCELTR, 1992: 6). So, it rises the Genre-based Approach as the familiar and famous approach, which concern on the models and keys features of written text as specific purpose.

(Helena: 2004) in Feeze and Joyce suggest that Genre-Approach is the most effective methodology for implementing a text-based. Appraisals towards Genre-based Approach can be understood when one examines the two cycles and four stages suggested by the 2004 English Curriculum (Hayland 2004: 10-11). To implement the 2004 English Curriculum the two cycles and four stages recommended by Helena (in Hammond et al.1992: 7) consist of two cycles of written and spoken building and four stages consists of Building knowledge of Field (BKOF), Modeling Construction of the text (MOT), Joint Construction of the Text (JCT), and Independent Construction of the Text (ICT). Here the writer concerns with the written activities. Therefore, based on

the explanation above, the writer is interested in conducting a research entitled ***THE IMPLEMENTATION OF GENRE-BASED APPROACH IN TEACHING WRITING AT SMP PGRI 12 KEBAKKRAMAT KARANGANYAR.***

B. Limitation of the Study

In this research the writer analyses the teaching-learning process. The subject of the study is English teaching learning process and the object of the study is students at the eight year students in the second semester at SMP PGRI 12 Kebakkramat Karanganyar 2008/2009 particularly focused on the implementation of Genre-based Approach in teaching writing, the learning cycle of the Genre-based Approach, the teacher's and student's role, and the last is the problem faced by the teacher in implementing the Genre-based Approach in teaching writing.

C. Problem Statement

Based on the background of the study above the writer formulates the problem statement of this research, "How is the implementation of Genre-based Approach in teaching writing at SMP PGRI 12 Kebakkramat?" In order to answer this question the writer arranges some subsidiary questions as follows:

1. How is the learning cycle of Genre-based Approach in teaching writing?

2. What are the teacher and student roles of Genre-based Approach in teaching writing?
3. What are the problems faced by the teacher in implementing the Genre-based Approach in teaching writing?

D. Objective of the Study

From the problem stated above, the objectives of the study are to:

1. describe the learning cycle of Genre-based Approach in teaching writing
2. clarify the teacher and student roles of Genre-based Approach in teaching writing
3. explain the problem faced by the teacher in implementing the Genre-based Approach in teaching writing

E. Benefit of the Study

The writer hopes that this research will give some information which is needed to everyone and will be meaningful. There are two kinds of benefits in this research: theoretical and practical.

1. Theoretically, this research is expected to give the advantage and develop the knowledge of English generally and in teaching writing particularly, to the teacher trainee, and an English teacher at junior high school to enrich their study in teaching writing using Genre-based Approach
2. Practically, the result of the study will improve the teacher's comprehension about the implementation of Genre-based Approach in

teaching writing and help the students mastering writing skill by using Genre-based Approach.

F. Research Paper Organization

In this research paper organization, the writer divided into five chapters. It purposes to make easier to the reader to understand the organization of this research paper.

Chapter I is the introduction that consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II deals with review of related literature which covers the previous studies, theoretical review that displays the notion of writing, teaching writing, approaches of teaching writing, the notion of Genre-based Approach and types of text.

Chapter III is research method. It is related to the type of research, object of research, subject of research, technique of collecting data, data and data sources and technique of analyzing the data.

Chapter IV is result and discussion and

Chapter V is conclusion, suggestion.