

**THE IMPLEMENTATION OF GENRE-BASED APPROACH FOR
THE TEACHING OF ENGLISH AT SMPN 02
MOJOGEDANG KARANGANYAR
(A NATURALISTIC STUDY)**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Recently, the government of Indonesia has developed the Competency-based Curriculum. Based on the collection of rational theory and practice and becomes a foundation of all of the decisions to formulate the standard competence, basic competence, and indicator. This curriculum (Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris), consists of UU No.19, 2005 about the formulate the standard competence of education.

The decision of using the Competency-based Curriculum in the language education in Indonesia is aimed at reaching the language competence that includes discourse competence, linguistic competence, socio-cultural competence, and strategic competence. Competency-based Curriculum should be used in all education units from elementary school, junior high school, senior high school, and vocational school. By implementing Competency-based Curriculum in all education many kinds of the material must be given to the students to learn, one of them is genre.

Competency-based Curriculum is used in all education which many kinds of the material must be given to students to learn. Genre is a set of texts, spoken or written, which are institutionalized in so far as they are considered by a given speech to be of the same type, like the genre of editorials or the genre or information.

Junior high school has used genre, the students learn kinds of genre, namely narrative, descriptive, recount, and procedure. In recent time, a genre is called a group of texts that share specific discourse feature (Van Dijk, 1997: 163). Genre has been used for many years to refer to different styles of literary discourse such as sonnets, tragedies, and romances. Van Dijk (1997: 235) states that “the term ‘genre’ is most familiar as it is used in traditional literary studies, where refers to ‘types of literary production’, with short stories, poems, novels, and plays being the principal different genres recognized”.

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 occur. According to Competency-based curriculum, Genre-based Approach used for teaching English has two cycles, namely spoken and written cycles. Each cycle consists of four steps, namely Building Knowledge of Field, Modeling of Text, Joint construction of Text, Independent Construction of Text.

SMP Negeri 02 Mojogedang Karanganyar is a school with standart quality in education. The school has used the Genre-based Approach in teaching English. The implementation of Genre-based Approach in teaching English should improve the ability of the students to make the text of genre. The teacher knows that his students are not 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 entitled “THE IMPLEMENTATION OF GENRE-BASED

APPROACH FOR THE TEACHING OF ENGLISH AT SMP NEGERI 02
MOJOGEDANG KARANGANYAR (A NATURALISTIC STUDY).”

B. Research Problem

The writer would like to formulate the problem statement as “How is the implementation of Genre-based Approach in teaching English at SMP Negeri 02 Mojogedang?”

The writer has some subsidiary research questions as follows.

1. How is the procedure of Genre-based Approach for the teaching of English?
2. What are the types of the classroom activities used in Genre-based Approach?
3. What are the problems faced by the teacher and the solution in teaching English using Genre-based Approach?

C. Objective of the Study

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

1. describe the procedure used by the teacher in teaching English based on Genre-based Approach.
2. describe the types of the classroom activities using Genre-based Approach.
3. describe the problems faced by the teacher and the solution in teaching English using Genre-based Approach.

D. Benefit of the Study

After the study has been completed, it is expected to give some benefits theoretically and practically to the reader and the writer.

1. Theoretical Benefit

This research gives description of the implementation of Genre- based Approach in teaching English. In addition, it is expected to support the ability and to motivate the students to write the texts.

2. Practical Benefit

- a. Genre-based Approach in teaching language, gives some benefit for the students. It can be used to increase their ability to make a text covering knowledge, skills, creativity, attitude, and life style.
- 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.

E. Research Paper Organization

This thesis will be divided into five chapters. Chapter I is an introduction, which consists of background of the study, reseach problem, objective of the study, benefit of the study and paper organization.

Chapter II is Genre-based Approach dealing with previous study, theoretical review, the notion of genre, kinds of the texts, the notion of Genre-based Approach, classroom implementation, and the 2004 English curriculum.

Chapter III is research method which consists of Type of study, subject of the study, object of the study, data and data source, method of collecting the data, method of analyzing data.

Chapter IV is the result of teaching observation. Teaching learning process is dealing with the goal of teaching, which consists of data presentation, and analyzing the data.

Chapter V is conclusion and suggestion that is followed by bibliography and appendix at the end of the thesis.