

**THE IMPLEMENTATION OF GENRE-BASED APPROACH
IN THE TEACHING OF ENGLISH
AT SMP NEGERI 5 SRAGEN**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English as a foreign language in junior high schools is aimed at providing the students to achieve communicative competence in skills such as listening, speaking, reading, and writing. Junior High school curriculum sees English as a tool to communicate orally and in written form. Mulyono (2008: 2) states that “communication is regarded to understand and express information, thought, and feeling and to develop sciences”. This means integrated English communication is expected to exhibit students’ competence to discourse which cover the ability to understand and or produce particular text orally and or in written within the scopes of four language skills; reading, speaking, listening and writing. In this sense, the teaching and learning English as of primary school subjects is directed to develop such above mentioned abilities that expected graduation would be able to communicate discourse in English in particular literacy. Depdiknas (2003: 5) pointed that:

Bahasa diharapkan membantu siswa mengenal dirinya, budayanya, dan budaya orang lain, mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat yang menggunakan bahasa tersebut, membuat keputusan yang bertanggung jawab pada tingkat pribadi dan sosial, menemukan serta menggunakan kemampuan-kemampuan analitis dan imaginative yang ada dalam dirinya.

The competence in English language as a foreign language will help the students to express ideas and feelings, and use the language in the society. They are also expected to be able to make personal or social decision and have responsibility, and make use the analytical and imaginative in his or herself.

The teaching of English has been adapted to the curriculum by which big proportion of school hours given to the teaching and learning such this language has been regarded to enabling students to have competence in skills of English including reading, speaking, listening, and writing. In the teaching and learning English the teachers' task is to help the students achieve the communicative competence; teachers are required to have professional competence in order to be able to teach English well.

Students' participation is based on how the teacher tries to encourage them. It means that the teacher should try to make use of appropriate teaching method in the process of teaching and learning activities.

Educators try to adopt methods, approaches from western countries to make the teaching of English as a foreign language communicable. One of the approaches adopted now is Genre-based Approach. "Genre is seen as types of reading discourse that covers the area of descriptive reading type, narrative, recount, spoof, exposition, argumentative and some others" (Mulyono, 2008: 3). The use of genre is obvious in the English curriculum especially for level of secondary school like junior high school in Indonesia. When the teacher designs a task in a Genre-based Approach course, s/he should create an appropriate environment which the task is called for. It

was used to make the process of teaching and learning activities of English communicable.

SMP Negeri 5 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 SMP Negeri 5 Sragen especially in VIIA 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 SMP Negeri 5 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 AA asked the students to read the text entitled “My Timmy”, 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. “My Timmy” is a descriptive text. Descriptive text is one of the kinds of genre that give in the junior high school. Descriptive text is a text to describe a particular person, place, or thing. The generic structure is identification and description. Identification is to identify phenomenon to be described, and description is describes parts, qualities, characteristics of the person or something that is described. After identifying the text, 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 descriptive 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 SMP NEGERI 5 SRAGEN**

B. Problem Statement

Based on the background above, the problems of this research can be formulated as follows: How is the implementation of Genre-based Approach in the process of teaching and learning English at SMP Negeri 5 Sragen.

To answer this research problem, the writer raises some subsidiary research questions as follows:

1. What are the procedures of the process of teaching English using genre-based approach?
2. What kinds of activities used in teaching English applying genre-based approach?
3. What problems are faced by the teacher in the process of teaching English using Genre-based approach?
4. How do the teachers overcome the problems in implementing the GBA in the process of teaching English?

C. Objective of the Study

From the previous background and the problem statement, this study is aimed to describe the implementation of Genre-based Approach in the process of teaching and learning English at SMP Negeri 5 Sragen.

To answer this objective of the study, the writer raises some subsidiary research questions as follows:

1. to describe the procedures in teaching and learning English using genre-based approach.
2. to classify the kinds of activities in teaching and learning English especially using genre-based approach.
3. to classify the problems are faced by the teacher in teaching and learning English using genre-Based approach.

4. to describe how the teachers overcome the problems in implementing the GBA in the process of teaching English.

D. Limitation of the Study

To make the research paper clearly understood by the readers, the writer would like to limit the study as follows:

1. The subject of the study is limited to the English teacher and the first year students especially VIIA class of SMP Negeri 5 Sragen.
2. The object of the study is limited to the result of the process of teaching learning English by using Genre-based Approach.

E. Benefit of the Study

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. Practically

This research will give understanding dealing with the implementation and its influence, and the effectiveness of Genre-based Approach. Hopefully, it will become a reflection to the teachers in the process of teaching and learning activities, for the researcher who is also an English teacher, she will have a direct experience and understanding of the use or the implementation of Genre-based Approach in the teaching English.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction dealing with the background of the study, research problem, objective of the study, limitation of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature presents previous study, curriculums in the teaching of English as a foreign language in Indonesia, the concept of Genre-based Approach, the teaching of English using Genre-based Approach, teachers' competence required to the implementation of Genre-based Approach.

Chapter III is research method that consists of type of the research, object of the research, data and data source, method of collecting data, technique of analyzing data.

Chapter IV is research finding and discussion. The research finding focuses on the implementation of Genre-based Approach in the process of teaching and learning English at SMP Negeri 5 Sragen, the procedure of the process of teaching English using genre-based approach, the activities that used in the teaching of English applying Genre-based Approach, the problems in implementing the Genre-based Approach, the teachers overcome the problems in implementing the GBA in the process of teaching English.

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