

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study that is described in the background of the study, the research question, the purpose of the study, the scope and the significance of the study.

1.1 Background of The Study

This skripsi is concerned with the implementations of Genre-Based Approach in writing at SMP Kartini III. In now days Genre Based Approach is one approach that used and very useful. Some researcher found that many advantages using this Approach such as students generally appreciate the models or examples showing specifically what they have to do linguistically and the second Genre Based Approach it is very meaningful for writing instructors to tie the formal and functional properties of a language together in order to facilitate students recognition of how and why linguistic conventions are employed for particular rhetorical effects.

Genre-Based approach has become an approach that has been implemented in Indonesia since 2006 and the Competence Based Curriculum (KBK) was introduced in Indonesia particularly for English language curriculum of Senior High School. The use of Genre-Based Approach in the teaching of English as a foreign language is based on the perception that when someone communicates, she or he actually creates texts through stretches of clauses that make sense (Agustien, 2007) . The target of this

approach is for emphasizing the mastery of language competence and also to prepare the students to enter the university. On the other hand, the students have to be able to communicate in written and spoken form in the daily life Depdiknas (2004).

Genre-Based Approach has been implemented in the western country, and nowadays it is used as an approach in teaching English as a foreign language in Indonesia on the way to make the students expand the communicative competence. It has been used in Junior High School in the same time with the implementation of current curriculum SMP Kartini III is one of the Junior High School which use Genre-Based Approach in teaching English. The reason is naturally, that students acquire the language with the writing. It is pointed out on the KBK curriculum that ‘Tujuan Akhir pembelajaran bahasa Inggris adalah mengembangkan kompetensi peserta didik untuk berkomunikasi lisan maupun tulis (Depdiknas, 2004)

The Genre-Based Approach leads the students to acquire the knowledge by oral form followed by written form in Senior High School, oral form developed by the used of varied formal and difficult interpersonal expression with its gambits and modals (Depdiknas, 2004). The use of Genre-Based Approach is compatible for the teachers to help the students to overcome the difficulties in learning English. The use of Genre-Based Approach in the teaching of English is used to change the students’ perception that they learn the language to use to language to communicate rather than to ‘pass the final exam or in order to get high score in the language test.

Genre-Based Approach has been implemented in the western country, have the same orientation as the objectives stated in 2004, curriculum (KBK). The KBK curriculum sees genre as a cultural context that produce different type of text, where each of the text type has its own communicative purposes, text structure, and linguistic feature (Depdiknas, 2004). Kim and Kim (2005) stated that Genre-Based Approach can encourage the students to participate in the world around them, to comprehend the skills as a tool that they can utilize, and to realize how they manage the content to promote logical organization in the context of culture and situation. It means that by using this approach, the students can follow such steps using written and spoken text to communicate with other people.

The use of Genre-Based Approach in the teaching of English as a foreign language in Indonesia was aimed to make students expand their communicative competence. It is not an easy way to implement a new approach adopted from other country, but in order to gain the main goals of National education, the use of Genre-Based Approach is socialized continuously in order to make the educators or the teachers to implement in the teaching and learning activities particularly in the teaching and learning English.

According to KBK curriculum the students acquire knowledge from oral form and then written, therefore the teaching and learning activity should apply in a cyclical “..... proses belajar mengajar disarankan menerapkan siklus lisan dan siklus tulis, setiap siklus mempunyai empat tahapan.. Depdiknas (2004). The curriculum

cycle leads the students to build their knowledge about the language used in the text before enter the content of the text.

There are four characteristic of implemented the Genre-Based Approach. First is building knowledge the second is first is building knowledge of the field, second is modeling of the text, the third is joint construction of the text, and the last is Independent construction of the text.

Many of school already use this approach but in fact there are many of the teacher still do not know how to using Genre-Based approach in the classroom. Some article said that teacher not use all of the components from the four steps which is first is building knowledge of the field, second is modeling of the text, the third is joint construction of the text, and the last is Independent construction of the text and there are some article said that teacher do not implemented the Genre-Based Approach because he or she do not know. Based on Destri Wahyu Ningsih (2015) The researcher found that the teacher cannot do building knowledge of the field. The teacher did not build students cultural context. And the teacher did not discuss about the purpose of the learning material. Because of that the researcher wants to know how does the teachers implement the Genre-Based Approach especially at SMP Kartini III.

Genre Based Approach it also can improve students writing. There are four major skills in English language these skills are listening, reading , speaking and writing. Clayed (1983) stated that writing as a skill is very important for many