

CHAPTER I INTRODUCTION

A. Background of the Problems

Genre Based Approach (GBA) becomes popular when the Competence Based Curriculum (KBK) was introduced in Indonesia particularly for English language curriculum of junior high schools. The use of GBA in the teaching of English as a foreign language is based on the perception that when someone communicates, she/he actually creates texts through stretches of clauses that make sense (Agustien, 2007: 1). 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 daily life (Depdiknas, 2004: 79).

The English teachers use genre based approach. The target of this approach is for emphasizing the mastery of language competence and also to prepare the students to enter the high school. On the other hand, the students have to be able to communicate in written and spoken form in daily life. The GBA leads the students to acquire the knowledge by oral form followed by written form. The use of GBA is compatible for the teachers to help the students to overcome the difficulties in learning English. The use of GBA in the teaching of English is used to change the students' perceptions 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. Kim and Kim (2005: 3) have assumption that the GBA 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 genre-based approach was introduced to enable students to write a wider range of genres or text-types which have a functional role. The genre-based/functional approach to writing focuses on meaning and how meaning is constructed through the use of language and highlights the view that language learning is essentially social. It views that language learning is an interactive process whereby meanings are constantly constructed, reconstructed and deconstructed through negotiation with the so-called ‘meaning experts’ (teachers or care-givers). The process of learning happens through regular scaffolding by the experts in order to facilitate the learners in doing what they could not do (Cullip 1999).

This approach focuses on the concept of “genre”, as proposed by Martin (1992), as a device for examining the purposes of different subjects or disciplines and the realisation of these purposes in words and grammar (lexico-grammar) for a purpose. Since this approach focuses on meaning and how language operates in texts, it is strongly against the traditional view of language which stops at the level of individual words and sentences. The genre-based approach is not prescriptive, but provides a framework in four stages for teachers. According to Martin (1992), the flexibility of the approach

allows teachers to decide the stages which need special attention in the teaching cycle.

Writing is natural outlet for the student's reflection on their speaking and reading expression. Writing means developing ideas and gathering the information. Writers have responsibility to express their idea written, because the core of writing process is show writer's ideas clearly and make readers understand it. Because of that, writer should consider many elements to make the result of writing understandable.

Writing often becomes to be a bored and difficult subject to teach and to learn. The general view of a writing class is to sit and learn so many rules of writing and write again and again during the whole hour. Writing is one of the most difficult skills in English. Because in this skill, the students should master some components such as content, grammar, style, mechanic, and form. Content is the substance of the writing. Grammar relates to the correct use of syntactic patterns and structural words. Style is the choice of appropriate structures that give a particular tone to the writing and mechanic relates to the use of graphic convention of the language. Meanwhile, form is the organization of content of the writing.

Writing skill is important in the process of language learning. As complex and systematic activity, writing process involved higher level of cognitive competence. It called "phase of thinking" included: knowledge, competence, application, analysis, synthesis and evaluation. When English as Foreign Language, there are many students have many weaknesses in writing

skill, most of the students are not interested in writing, in other word it seems not easy to do. To solve the weaknesses of students' writing skill, need the focus of learning process to develop their writing skill.

Then, in writing process incorporate and expand the process of paragraph writing: pre-writing, rough draft construction, revision is very important to be considered. Moreover, strategies competence involved think logically, for instance: reconstruction, organization, analysis or synthesis, criticize and conclude materials of writing. Based on this fact, it is not astonishing if students get many difficulties in writing. In addition, when learning writing, students can develop their thinking, knowledge, and skill.

Based on the preliminary observation at MTsN Kota Solok, it was found that the students had some problems dealing with English, first of all in writing.

Table 1.1
Mean Score of English Subject Test at Class VIII at MTsN Kota Solok
academic year 2017/2018

No	Class	SKILL			
		Listening	Speaking	Reading	Writing
1	VIII _A	57.5	55.5	60	40
2	VIII _B	61.5	60.5	57	43
3	VIII _C	59	58	64	40.5
4	VIII _D	60	65	66	45.57
5	VIII _E	58	60	63	41
6	VIII _F	57	61	60	40.5
7	VIII _G	58.5	60.5	61	42

Based on the observation of students written was found some problems related to the failure of students in their test that was related to the students' writing skill. Generally, the students could not understand how to write well, their score were under average. The minimum-passing grade was 75; the mean score of written test gained by the students were far from minimum passing grade.

Students' problems in develop their ideas and also they had difficulties to express their thought in a written form. Then the students were not good in grammatical concept about simple past tense. They could not build true sentences by using simple past in recount text till they could not retell their past experience in written form. After that, when they developed their ideas in recount text, they also did not use sufficient vocabulary till the paragraph that they wrote was not clear. Next in writing recount text, the students could not write logically and systematically. They write the recount text that was not suitable with the generic structure of the text: Orientation, events, and re-orientation. Most of the students just wrote one paragraph and some students write two paragraphs, but they did not pay attention about the generic structure in writing the text, they just wrote. In addition, teacher did not give students many times to exercise in writing, till the written form was not clear and not good.

At the school, ideally on English writing, teachers practice the students to think, develop their idea, send their idea, and write their idea as systematically and grammatically by viewing the components of writing such

as contents, organization, vocabulary, language use, and mechanics, which are called writing process, but many teachers do not understand about their function on English writing subject.

In the 2006 English curriculum or the so called Curriculum in the Unit Level of Education (*KTSP*) emphasizes on the mastery of respective or productive linguistic competence in spoken and written text. The spoken texts include transactional and interpersonal conversation, and simple monologues. The written text includes simple transactional texts and kind of genres, such as recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily context of live. In the process of teaching and learning activities, the teachers should master all the text types and know how to teach the text using inappropriate approach.

In achieving these goals, there should be methods, approaches and several strategies used in the process of teaching and learning activities. The effectiveness of the current curriculum based on how it is implemented to counter the educational goals. The use of GBA is suggested in the implementation of '*KBK*' and '*KTSP*' curriculum.

There were some steps that teacher did in teaching and learning process by using genre based approach. Firstly, the teacher asked what students knew about recount text, it is hoped can make students built their knowledge about recount text. Then, the teacher collected all the ideas from the students and then told about the recount text in front of the classroom. The

teacher told everything about recount text. They were about the definition, social function, generic structure and language feature that recount text have. Next, teacher showed the example of recount text. Then, the teacher would ask students wrote the new one about recount text. Before that, the students will be asked to write an outline in small group. They could ask their teacher as their guide or discuss in group with their classmates. After that, they wrote the new one of recount text independently. After the students finish the task, the task will be collected. Although teacher has done all the stages in implementing genre based approach, the students still get low score in writing.

Based on the problems above, it can be concluded: *First*, Teacher taught recount text in written form by using genre based approach. *Second*, the students still got low score in writing after implementing genre based approach in writing recount text. *Third*, teacher had done all the stages in implementing genre based approach in writing recount text but it still found some problems.

Based on the phenomenon above, there were two questions that would be answered in this research. They are *First*, How do teacher implement Genre Based Approach (GBA) in teaching writing recount text at class VIII of MTsN Kota Solok?; *Second*, what problems are faced by the English teacher at class VIII of MTsN Kota Solok in implementing GBA? Then the writer is interested to conduct this research under the title of: "*The Implementation of*

Genre Based Approach in Teaching of Writing Recount Text at Class VIII of MTsN Kota Solok”

B. Focus of the Study

Based on the problems above, researcher was focus of this research in analyzing the implementation of genre based approach in writing recount text at class VIII of MTsN Kota Solok and found the problems were faced by English teachers in teaching writing recount text at class VIII of MTsN Kota Solok.

C. Formulation of the Problems

Based on the descriptive of the problems above, the research questions are written as follow:

1. How is the implementation Genre Based Approach (GBA) in teaching of writing recount text at class VIII of MTsN Kota Solok ?
2. What problems are faced by the English teacher of MTsN Kota Solok in implementing GBA ?

D. The Goals of the Research

The goals of the research are to describe and analyze how the implementation of Genre Based Approach (GBA) in teaching of writing recount text at MTsN Kota Solok and to find out the problems are faced by the teacher in implementing genre based approach teaching of writing recount text.

E. The Significances of the Problem

This study is expected can describe the implementation of genre based approach in teaching of writing recount text. The teacher can pay attention to the weaknesses in order to help the students to be good writers by using genre based approach. The teacher also can find the principles of implementing GBA that has not understood in teaching of writing recount text. Moreover, the teacher will know about the problem solving in implementing genre based approach in teaching of writing recount text.

F. Definition of Key Terms

Implementation : Carrying out plan, idea, etc.

Genre Based Approach : Teaching and learning focuses on the understanding and production of selected genre texts

Writing : Transaction with words where get free own required to transmit a message but also to grow and cook a message (Brown 2001: 337)

Recount text : The text functions to retell events for the purpose of informing or entertaining (Derewianka, 1990)