

CHAPTER I

INTRODUCTION

This chapter discusses five main issues including the background of the study, the research questions, the purpose of the study, the significant of the study, and the thesis organization.

1.1. Background of the Study

Curriculum is a set of programs and regulations about purpose, content, teaching materials and teaching methods as the guidance in implementing teaching and learning activities to achieve certain education purposes, (BSNP, 2003). Indonesia has applied a school-based curriculum (KTSP) since 2006.

A school-based curriculum is a curriculum that operates based on the implementation of education units to achieve educational purposes. It means that every school has to arrange its own curriculum based on the potential, the characteristics, the condition of its institution, the students and the location (BSNP, 2006).

Based on the curriculum, the English teaching for junior and senior high school is to do with different genres that students should master (BSNP, 2006; see also Derewianka, 1990). Thus, a genre-based approach is considered relevant to teach the genres. The genre based approach is implemented not only in Indonesia but also in some countries such as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden, and Thailand (Derewianka, 2003).

The genre-based approach consists of four stages, namely Building Knowledge of Field, Modelling of text, Joint Construction of text, and Independent Construction of Text. The stages are implemented in a cyclical pattern. Thus, the combination of the stages is called “Curriculum Cycle” (Derewianka, 1990).

The genre-based approach is becoming increasingly influential in the field of English language teaching (Derewianka, 2003). Therefore, many studies have been carried out to explore the different aspects of the approach. Many studies of the genre-based approach, for instance conducted by Derwianka (2003), Hyland (2007), Lin (2006), Paltridge (1996), Badger and White (2000), and Cheng (2008), have been conducted to investigate the effectiveness of the approach in teaching learning activities such as in teaching speaking, reading and mostly in writing. In this case, the studies mostly focus on the students as the subjects of the research.

However, to investigate the effectiveness of the genre-based approach in teaching-learning processes, the studies should focus not only on the students but also on the English teachers. As far as the research is concerned only the implementation of genre based approach in teaching-learning processes, such as the studies conducted by Efendy (2007), Suzanna (2008), Helmi (2008), Safiudin (2008), Yosefa (2009), and Kartiwi (2008). The research on the genre-based approach on teachers’ understanding is still rare, for instance the study of Kay and Evans (1998). Thus, the study focusing on the English teachers’ understanding of genre-based approach is significant. The teachers are the key factor in implementing curriculum successfully, so the role of teachers in education is crucial (Vygotsky, cited in Dolya, 2007; Richards, 2002: 99).

The results of this study are expected to contribute to the development of the genre-based approach and provide information for teachers in implementing the genre-based approach in the classrooms.

1.2. Research Questions

In line with the background above, this research attempts to address the following questions:

1. What do the English teachers understand of Genre-Based Approach?
2. Is the English teachers' understanding of Genre-Based Approach reflected in their teaching-learning activities?
3. What difficulties do the English teachers encounter in implementing Genre-Based Approach?

1.3. Purpose of Study

Based on the focus mentioned above, the purposes of this study are:

1. To explore the English teachers' understanding of Genre-Based Approach particularly with regard to the basic principles of Genre-Based Approach, the curriculum cycle of the genre-based approach, the text types, and systemic functional grammar.
2. To investigate the implementation of Genre-Based Approach in teaching-learning activities based on the English teachers' understanding.
3. To examine the problems that the English teachers encounter in applying Genre-Based Approach.

1.4. Significance of the Study

This study is significant for several reasons. Theoretically, the significance of this study is to collect and to document data that are considered will be useful for further improvement and for further study dealing with the primary issue. Principally, the significance of this study is to investigate the English teachers' understanding concerning the genre-based approach to enhance the quality of teaching-learning processes. Moreover, this study is expected to contribute to the development of the genre-based approach and provide information for teachers in applying the genre-based approach in the classrooms.

1.5. Thesis Organization

This thesis consists of five chapters. Chapter One is an introduction. This chapter elaborates the background of the study, research questions, purpose of the study, the significant of the study, and thesis organization.

Chapter Two is theoretical framework. This chapter presents relevant theories that underpinned this study. The theories deal with theory of genre-based approach (GBA) including the basic principles and the curriculum cycle of genre-based approach; the text types; and systemic functional grammar (SFG).

Chapter Three is research methodology. This chapter describes the research methodology of this study that covers research problems; research design; data collection including research site, participants and research instrument; teaching material and data analysis.

Chapter Four is data presentation and analysis. This chapter presents and analyzes data obtained in the study.

Chapter Five is conclusions and recommendation. This chapter highlights the conclusions of the finding of this study and presents some suggestions for further study and teachers' professional development.

