

CHAPTER I

INTRODUCTION

This chapter discusses seven main issues which are Background of the study, Research questions, Purpose of study, the Significance of the study, Research methodology, Definition of the terms, and Thesis organization.

1.1 Background of the Study

English curriculum has been changing many times in line with the changing of education curriculum in Indonesia. In its history, Indonesia has been implementing six curriculums, those are 1968, 1975, 1984, 1994 curriculums, 2004 or Competency Based Curriculum (although it has never been institutionalized by the government, it has once been implemented by piloting project schools), and KTSP (Kurikulum Tingkat Satuan Pendidikan, School Based Curriculum).

Each curriculum has its own paradigm. 1984 curriculum, for example, is content based curriculum, 1994 curriculum is objective based curriculum, 2004 curriculum is competency based curriculum, and KTSP is the revision of 2004 curriculum.

KTSP is constructed based on Standar Isi (Content Standard, National Education Ministerial Decree No. 22/2006) and Standar Kompetensi Lulusan (Graduate Competence Standard, National Education Ministerial Decree No. 23/2006) which have been prepared by the Education Ministry.

In teaching-learning process, a teacher plays an important role (Brown, 1994). Teacher is one of the factors of the students' success. It is assumed that teachers' competence relates to the quality of their students. Competent teachers can result in qualified students and incompetent teachers can result in unqualified students. The logic is how incompetent teachers can do their instruction well.

Teachers, including English teachers, must be familiar with two things i.e. knowing what to teach and knowing how to teach. Knowing what to teach deals with materials or knowledge, meanwhile knowing how to teach deals with methods. It means that before doing their jobs, the teachers should ask themselves of what they are going to teach. After that they should think of how to teach it effectively.

Dealing with what material to teach a teacher must refer to the curriculum used. In 2004 curriculum and KTSP, English teaching learning materials are arranged or designed in the forms of genre. In year 10, for example, the students are recommended to learn recount, narrative, procedure, descriptive, and news item genres.

Teaching 'genre' requires the knowledge of genre based approach. GBA is the approach of how to teach genre both effectively and successfully. It is a kind of teaching that should be initiated by what is called Building Knowledge of Field and ended by Independent Construction of Text.

Most of the English teachers at Senior High Schools in Depok, as far as I know as the head of MGMP, have never got any training on genre based approach. Some teachers just have got some training on KTSP in general. Because it is new to English teachers in Depok, the application of the approach in a classroom setting needs affirmation. To investigate how it is implemented needs a study. It is due to the reason that this study is conducted.

1.2 Research Questions

The research questions to be answered are as follows:

1. How does the teacher prepare the lesson?
2. How does the teacher conduct the teaching learning process in the classroom?
3. How does the teacher evaluate the students' learning achievement?
4. What does the teacher understand of the Genre Based Approach?

1.3 Purpose of the Study

Based on the research questions above, the purpose of this study are as follows:

1. To find out how the teacher prepares the lesson;
2. To describe the instructional practices conducted by the teacher;
3. To find out how the teacher evaluates the students' learning achievement; and
4. To examine what the teacher understands of Genre Based Approach.

1.4 The Significance of the Study

The results of this research are expected to inform both practitioners as front liners of the government's policy at schools and the government (General Directorate of Quality the Improvement of Educator and Educational Persons) as the decision maker.

For the teachers, it gives a clear definition of what the Genre Based Approach is, it gives a description of an established model of English instruction in preparing students to obtain the goals of learning English at Senior High School, and it gives some contributions in the field of teaching and learning of EFL to those who involve in the teaching and leaning English at Senior High School.

For the decision maker, the results of this research can become a good input to be considered in making policy for EFL education in secondary schools

For the other researchers, the results of this research can stimulate those who intend to carry on research in the same field with certain interest.

1.5 Research Methodology

This study is largely qualitative. Data are collected from both classroom observations and interviews. Classroom observations are conducted four times in four class sessions. It is done in that way because in Genre Based Approach there are four stages in one cycle.

Interviews are done right after each observation conducted. It is done in order to get explanation about what the teacher does in the classroom.

The data gained from classroom observations and interviews are first transcribed and categorized, then analyzed by using Genre Based Approach theory and finally presented in the form of description as the findings.

1.6 Definition of the Terms

A number of terms used in the study need to be defined in order to avoid misunderstanding, misinterpretation, or ambiguity. They are defined as follows:

Genre is any kind of text that has its own communicative goals, generic structures, and lexico-grammatical features.

Genre Based Approach (GBA) is defined as the approach of teaching genre in one cycle initiated by Building Knowledge of the Field through Modeling, Joint Construction of Text, and ended by Independence Construction of Text.

EFL Context means the context of teaching English as a Foreign Language as a required subject at every school in Indonesia. It is taught in schools as a subject of instruction and is not used in social as well as official communication (Huda, 1999). In this study the EFL context refers to teaching of English at a Senior High School in Depok.

1.7 Thesis Organization

This thesis is organized into five chapters. Chapter one is a general introduction which relates to the background of the study. Chapter two discusses the theoretical framework underpinning the study. Chapter three describes research methodology used in conducting the research. Chapter four presents and analyzes data obtained in the study. And the last chapter, chapter five, presents conclusions drawn from the previous chapters and offers some recommendations.

