THE IMPLEMENTATION OF GENRE-BASED APPROACH IN TEACHING WRITING AT SMA DIPONEGORO 1 PURWOKERTO IN THE ACADEMIC YEAR 2019/2020

IAIN PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto
as a Partial Fulfilment of the Requirements for Achieving the Degree of
Sarjana Pendidikan (S.Pd.) in English Education

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declare that all statements, opinions, and analyses that I have written in this thesis are my originally work. I optimally conducted my own research with the help of references and suggestion. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

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APPROVAL SHEET

This thesis, entitled

The Implementation of Genre-Based Approach in Teaching Wtiring at SMA Diponegoro in the Academic Year 2019/2020

written by **Lia Birbiatazzahro**, Student Number 1522404027, English Education Departement, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies (IAIN) Purwokerto, was examined on Tuesday, 29th Oktober 2019 and declared qualified for achieving the degree of *Sarjana Pendidikan* (S.Pd.) in English Education.
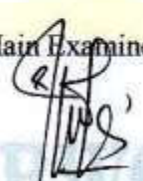
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Assalamu'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed, and corrected the thesis by Lia Birbiatazzahro, Student Number 1522404027, entitled:

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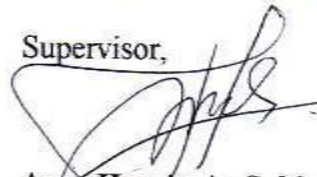
I recommend the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto, was examined and declared qualified for achieving the degree of *Sarjana Pendidikan* (S. Pd.) in English Education.

Wassalamu'alaikum wr.wb

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MOTTOS

"Manusia itu bisa menguasai dunia bukan karena volume otaknya, tapi kemampuan berbahasa yang lebih baik dari spesies sejenisnya"

Yuval Noah Harari

"Whether you think you can or you think you can't – you're right.'

Henry Ford

DEDICATION

To my beloved parents, Siti Mutongimah and Daldiri, the most extraordinary person in many ways. I love you more than universe.

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14. And to all of the people who made this research paper completed.

The researcher realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, 11th Oktober 2019

The researcher

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THE IMPLEMENTATION OF GENRE-BASED APPROACH

IN TEACHING WRITING AT SMA DIPONEGORO 1 PURWOKERTO

IN THE ACADEMIC YEAR 2019/2020

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Abstract

This research is aimed at analyzing the implementation of genre-based Approach in teaching writing at SMA Diponegoro 1 Purwokerto in the academic year 2019/2020 and the obstacles of the implementation of the genre-based approach in teaching writing at SMA Diponegoro 1 Purwokerto.

This research was descriptive qualitative research. The aim of descriptive research to make a description of the factual phenomena in teaching to get the information. The researcher analyzed the implementation of genre-based approach in teaching writing. The subjects of the research were the English teacher and the students of 12th grade of SMA Diponegoro 1 Purwokerto. The object of the research was the implementation of the genre-based approach in teaching writing at SMA Diponegoro 1 Purwokerto. The data were obtained through observation, interview, and documentation. The data were in the form of interview transcripts, field notes, audio records, and picture documentation. The data from the observation, interviews, and documentation were analyzed qualitatively. The researcher used method triangulation namely triangulation of sources, triangulation of technique, triangulation of time.

The result of this research showed the implementation of genre-based Approach in teaching writing at SMA Diponegoro 1 Purwokerto in the Academic Year 2019/2020. According to the data of observation and interview, teaching writing using genre-based approach involves three stages. The stages were modeling of the text, joint construction of the text, and the last was individual construction of the text. The teacher applied the stages in genre-based approach properly, teaching-learning done by teacher was appropriate with the rule on the cycle of genre-based approach. The researcher found obstacles in implementing the method, such as putting the idea into a text, the lack of students' interest, the lack of students' vocabulary, poor class management and discipline, and the lack of learning media. The researcher also showed the possible solution of the obstacles, such as the teacher guide the students to put their idea, including games in the teaching-learning process, bring the dictionary, and the teacher gives advice and motivation.

Keyword: Implementation, Genre-Based Approach, Teaching Writing

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research questions, objectives, and significances of the research, operational definitions and structure of the study.

A. Background of the Study

Awareness of current English educational needs tends to increase. In Indonesia, English is considered important by the government. From the point of view of education, English is one of the compulsory subject educational curricula in Indonesia. Today, learning English in Senior High School is no longer emphasized in language knowledge but in language skills. Language skills in question include listening, speaking, reading and writing skills. Students are expected to learn English not only by mastering the receptive skills; reading, and listening, but are also able to produce the language manifested in speaking and writing, known as the productive skills.

Based on Pardiyono (2007: 1) learning English in high school, basically, there are only two main language skills that become the ultimate target of success, namely able to speak and able to write. In writing skill, it becomes the main achievement skill after speaking skills. Listening and reading skills are not the main targets in language learning, these skills are considered more supportive skills. In writing, students frequently have more time to think than they do in oral activities like speaking. According to Harmer (2004: 31), writing encourages students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which put into their minds.

On the other hand, writing tends to be a neglected area in English language teaching at schools as a basic language skill. Based on the 2013 Curriculum, the students are expected to be able to communicate in English both in oral and written form. The students must study grammar and vocabulary earlier before starting writing. Their vocabulary must be rich and they should understand the grammar of a certain text well to make a good

written text. Those criteria make them work hard to write. According to Byrne (2003: 1), writing is an important thing, because writing involves encoding messages of some kind: that is, we translate our thoughts into language. Byrne (2003: 6) also added that in writing, we have to compensate for the absence of these features and keep the channel of our communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequence, that the text we produce can be interpreted on its own. From the reality above, it can be seen that the research on writing is important as the effort to solve those problems.

Researcher is interested examine in the teaching of writing rather than learning of writing because it considers the interests of the researcher who are in the fields of education and teacher training. In teaching and learning in schools, especially the teacher as an educator has an important role in developing students' abilities in writing because for 7 to 8 hours children do the learning process with the teacher in school. Based on Daryanto (2014: 2), learning is the process of interaction between children and children, children with learning resources, and children with educators. In addition to the role of teachers and students, other components that are very important in the learning process are suitable methods for material needs.

Most children learn to write in their mother tongue at school, generally between the ages of five and seven. When starting elementary school, children face with the main task of learning written language. Most children acquire this new skill fairly because their writing habits only use their mother tongue which is different from their foreign languages. On the other hand in writing learner must pay attention to the wording, paraphrasing, and organizing sentences correctly. Most of the students are confused about processing the information in phrases and sentences and also some students have difficulties in developing an idea. They have difficulty to connect the relationship between sentences. They just tend to translate the words, one by one word to understand the meaning. Writing a text in a foreign language is still considered

difficult for students in senior high school because of their limitations in using foreign languages in their daily lives.

Regardless of the obstructions found by students, writing is a very important competence in life. It is because nowadays people, who take technology as their tool of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages or posting something on social media. In these situations, writing is not just about pouring information, messages or ideas into a sentence grammatically, but the message or idea needs to be packaged in a text form. From the effective use of language, every form of written text is made by genre.

In the concept of genre, a variety of language use patterns are also presented, especially in the selection of tenses and the use of sentence forms. In addition, Lee (2001) defined that the language's social purpose is to convey meaning, while meaning refers to the text in its context. Therefore, the text is considered the most appropriate language unit to convey and understand the meaning. The text becomes the focus, not the sentence and the units below it.

Government through the ministry of education and culture has determined that the 2013 curriculum must be applied to every lesson in every school in Indonesia. Besides, the genre-based approach is still relevant to the 2013 Curriculum. With the enactment of the 2013 curriculum which emphasizes activity-based learning, the assessment places more emphasis on process assessment, namely the values of attitudes, knowledge, and skills. Language learning, especially in writing learning, uses a genre-based approach mixture along the process, the text of writing and social practice. This is similar to one of the principles in the 2013 curriculum that was stated before.

Genre-based approaches are becoming increasingly influential in the field of English language teaching. According to Dirgeyasa (2016) genre writing as a new approach to teaching and learning combines two things; the product of the writing and the way or technique or strategy of how the product is produced. In which, it also conducts the social content and practice in

teaching and learning. In this method, students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social function, the generic structures, and the language features of the genres. By introducing them for reading model texts, they are expected to know and understand the differences between one genre and another in English, so that they are expected to be able to write their own genre text in the proper order of generic structures and the proper use of genre language features.

The genre-based approach has been introduced in teaching English as a foreign language especially in teaching writing skill in SMA Diponegoro 1 Purwokerto which is located at Jl. Letjen Sumarto VI – 63 Karangsuci, Purwanegara, Purwokerto Utara. Therefore, the specific goals of this study are how genre-based approach is implemented in teaching writing at SMA Diponegoro 1 Purwokerto, and what the obstacles that found of the implementation of the genre-based approach in teaching writing in SMA Diponegoro 1 Purwokerto.

B. Operational Definitions

To avoid misunderstandings and to equate perceptions or views regarding to the meaning of the title in the study, the researcher gave limits and affirmation of the following terms:

1. Genre Based Approach

The genre-based approach is where teaching and learning focus on the understanding and production of written text through genre as a bridge to understanding it. The genre-based approach strongly emphasizes the relationship between text genres and the context of their genre. In writing, text can be any meaning-producing skills that students need to understand well, besides the material about Genre is not only useful to improve English writing skills but also knows the social function, cultural aspects in the text, and etc.

Genre as an approach, of course, provides stages and strategies to help students have better understanding of text-type. Usually, when a text

type and its context are being introduced for the first time, the teacher and the students work through several stages. Three important stages for developing genre control can be identified as modeling a text, joint construction of a text, and independent construction of a text. Each lesson unit or cycle has as its central focus a chosen text type or genre and consists of a fixed sequence of stages. These steps help students build a strong foundation in writing a text before they actually write a written text independently.

2. **Teaching Writing**

Writing skill is deemed to be difficult for students in language learning. The essence of writing is of conveying an idea, feelings in written form. To be able to convey ideas, feelings, requires good information knowledge, a good verbal language system, structural pattern, and good delivery style. In other words, writing is seen as a means of communication that communicates writers and readers. In addition, this approach recognizes aspects of language use which do not appear in other orientations like functions, structures, and processes.

The goals of teaching writing are stimulating students to be expressive about their opinions and pouring their ideas into a written text. In teaching writing, the teacher is not limited to being an audiences in the classroom, but rather to lead students to find their way of writing. A teacher not only read or correct students work but actually do something with it through the approach the teacher chooses as a teaching method.

C. **Research Questions**

On the basis of what has been limited above, the problem statements are designed as follows:

1. How is the genre-based approach implemented in teaching writing at SMA Diponegoro 1 Purwokerto?

2. What are the obstacles of the implementation of the genre-based approach in teaching writing at SMA Diponegoro 1 Purwokerto?

D. Objectives and Significances of the Research

    1. The Objectives of the Research

        The objectives of the research are :

    a. to analyze the implementation of the genre-based approach in teaching writing at SMA Diponegoro 1 Purwokerto

    b. to find out the obstacles of the implementation of the genre-based approach in teaching writing in SMA Diponegoro 1 Purwokerto

    2. Significances of the Research

        This research was expected to provide a significant contribution both theoretically and practically.

    a. Theoretical Significances

        Theoretically, this research was expected to give a contribution to English language learning which can provide alternative learning for development, especially in English language education.

    b. Practical Significance

      1) For the teacher, through this research, the teacher was expected to be more innovative, creative in improving and developing students writing skills through the genre-based approach. The research result was expected to able to give some benefits for the teaches English at SMA Diponegoro1 Purwokerto because the teacher can get a description about how to implement the genre-based approach in teaching reading skill to Senior High School students in which it should be suited to their 2013 curriculum.

      2) For students, this research was expected this study to be able to facilitate students in developing students' writing skills. Hopefully, this research would help the students to learn writing English with an innovative text and increase students' motivation to write.

      3) For the researcher, this research could be a reference to other research and would develop the result better.

E. Structure of the Research

In this research, the researcher makes structures of the research, as follow:

Chapter I is an introduction that contained the background of the study, research questions, objectives, and significances of the research, operational definition, and structure of the research.

Chapter II is the theoretical basis of the implementation of the genre-based approach to teaching writing which is divided into several sub-chapters. First, the nature of the genre-based approach which consists of sub-sub topics including definition of genre-based approach, the teaching/learning cycles of genre-based approach. Second, teaching writing that includes the definition of nature of writing, the process of writing, teaching writing, teaching writing in senior high school, and the difficulties of teaching writing. Third, the use of the genre-based approach to teaching writing.

Chapter III contained research methods which include: type of research, setting of the research, the techniques of collecting the data, and the techniques of analyzing the data, and truthwortness of the data.

Chapter IV contained about research finding which includes a general description of Diponegoro 1 High School in Purwokerto as geographical location, the implementation of genre-based approach in teaching writing in SMA Diponegoro 1 Purwokerto and the obstacles of implementing the genre-based approach in SMA Diponegoro 1 Purwokerto, and the last is analyzing the data.

Chapter V contain conclusion and suggestion.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this research, the researcher conducted descriptive research in order to describe the implementation of genre-based approach in teaching writing at SMA Diponegoro in the academic year 2019/2020. This research was to analyze the implementation genre-based approach in teaching writing, the obstacles in the implementation of genre-based approach in teaching writing at SMA Diponegoro 1 Purwokerto.

Based on the data gotten from the observations, the result of the interview, and also documents analysis, it could be concluded that there were three stages in teaching writing using genre-based approach, they were: The first is modeling of the text. In the first stage, teacher introduced and gave a model genre, then teacher and students analyze the genre together. The second is joint construction of the text. In the second, the students worked in group to produced the kind of genre text. The third is independent construction of the text. The last stages were the goal of this approach, students should be able to make a certain kind of genre text. The teacher applied the stages in a genre-based approach properly, teaching-learning done by the teacher did not so far with the rule on the cycle of genre-based approach. While teacher delivered the material through this approach, the teacher really becomes a guide for students.

There were some obstacles faced by the teacher in teaching writing using the genre-based approach such as:

1. The teacher felt that students had problem in putting the idea into a text. Because some of the students felt confused when they were required to write, they were confused to put their ideas into a piece of writing, moreover, writing in foreign languages.

2. The students lack interest, because when the teacher monitored one group, the other groups made noisy and did not pay attention to the teacher explanation.

3. The teacher also has problem when the students less vocabulary, there is any students understand but also any students not understand about vocabulary.

4. The teacher has problem in managing the class. The last is the lack of learning media. In teaching and learning activities, the teachers need supporting media to facilitate teaching and learning activities.

B. Suggestions

1. For the teacher

Through this research, the teacher is expected to be more innovative, creative in improving and developing students writing in genre-based approach. The solutions of the teacher problems in teaching writing using genre-based approach were:

a. The teacher played a role as a guide for students, so the students engaged to expand their ideas. The students lack interest, to solve this problem, the teacher needed to slip the games into learning process, so it could build student interest and minimize boredom during learning process.

b. The lack of students' vocabulary mastery. The solution is done by the teacher to solve this problem, the teacher asked the students to bring the dictionary to find the difficult word to improve their ability.

c. The teacher needed managing the class to mastering the materials to solve this problem the teacher before began to teach materials the teacher gave advice and motivation, so the students can achieve the material much better.

d. The solution to the lack of learning media, the teacher could also use real media such as picture or the instruction of serving food in the packaging of the food.

Hopefully, this research could be the preferred method of teaching English to other teachers.

2. For students

Through this research is expected that this study to be able to facilitate students in developing students' writing skills. Hopefully, this research will help the students to learn writing English with an innovative genre text and increase students' motivation to write.

3. For researcher

This research is not yet perfect, the researcher hopes there will be a review by other researchers so that it can complete the imperfections of this thesis.

4. Teacher Organization

For teacher organizations, it is expected to conduct training on the use of genre-based approach to learning to write in accordance with the 2013 curriculum, so that it can be an alternative for teachers in teaching writing.

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