CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and it is important for people to learn it because English is a logical requirement in an era of world wide information of sharing and commercial exchange. Realizing the important role of English, the status of English in educational system and setting is extra ordinary one. Some people have looked at English as being one of the most useful subjects in the curriculum. In Indonesia, English as a foreign language is only used while it is being learnt at school. It is taught from elementary school up to higher education like junior high school and senior high school. In recent years, formal and non-formal institutions have begun to introduce English into their curriculum. English in elementary school is not a compulsory as in junior and senior high schools, but it is just a local content. It is aimed to develop the students’ ability to absorb the language skills, such as, speaking, reading, writing and listening.

Commonly, learning English is focused on learning about the language itself. The students learn about the form, function, and the use of the language. They learnt grammar, vocabulary, pronunciation, et cetera. In the end of the lesson, the students are expected to be able to communicate using English in spoken or written form. It needs to be realized that the English ability of most students are still far from being perfect. It can be seen from the limitation of their capability in using English in real communication. The limitation and low capability in English, however, indicates the goals of English teaching and learning in school have not successfully achieved yet.
In this case, the students are not truly engaged in the teaching and learning process. They only depend on the teacher to direct all learning and to be the source of the information.

In line with the growth of the technology, science and communication, the mastery of English is very important to be achieved, since English become an international language. A lot of information comes from foreign language countries and they are conveyed in English. It can be proved that there are many books written in English, no matter the subject, math, biology, physic, chemistry and so on. Learning the language is a crucial factor to enter the new world of information, by mastering and having a good capability of English, wider knowledge about many things in order to support the national development in facing the globalization era can be achieved. For those reasons, English language teaching still needs to be developed effectively.

Over the years, many attempts have been developed by the government, teachers, and some of the other components of the education. These are by renewing the curriculum, developing contextual teaching and learning, preparing the teaching and learning facilities, developing the teaching materials, teachers’ training, et cetera. But it still has not been successfully developing the English language teaching.

At the “bottom” or practical level, language education is responsible for creating learners’ ability to create texts. A text is a semantic unit, a unit of language that makes sense. A conversation, talk or a piece of writing can be called a text only when it makes sense. When it does not make sense, it is not a text; it is not communication. Communication happens only when we make sensible texts. Therefore, if our main goal is to develop communicative competence or the ability to
communicate, we need to develop a curriculum or a syllabus that is text-based. This kind of curriculum states explicitly what kinds of texts are targeted by certain level of schooling based on the learners’ communication needs. In this way, texts are not sporadically addressed; in this way we know which targets to “shoot out”; and in this way we create short-cuts necessary for adjusting the curriculum targets with the time allotment.

In 2004 English curriculum, a new approach has been delivered, that is Genre Based Approach. The curriculum is text-based, and in the end of the lesson the students are expected to master English as one of their life skills. The types of text (genres) developed in the recent English curriculum include transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards etc.), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with the competence, the literacy levels are also determined based on the government regulation that senior high school graduates are supposed to be ready for handling the kinds of text they face at university level.

The text type for senior high school level includes: descriptive, report, news item, narrative, discussion, explanation, exposition, and review. The genres for junior high school level include: procedure, descriptive, recount, narrative, and report. Based on Well’s taxonomy (1987), the junior high school literacy level is the functional level, a level where the graduates are expected to use English junior high school survival purposes such as carrying out transactional exchanges, reading for fun, reading popular science or teenagers’ encyclopedia, etc. Senior high school graduates are
expected to achieve the informational level where they can carry out more extended and interpersonal conversations, and deal with texts to access knowledge at university level and self study.

Nowadays, in Central Java, immersion program is conducted and still being a new phenomenon. Immersion program is a kind of bilingual education. In this program, the students are expected to continue their academic development and improving their English proficiency all at once. The instruction use English as the medium of instruction. English is not just a subject matter in this immersion program.

The students in immersion program have the same content material with the students in regular class; the difference is the language being used for instruction. So, the students in immersion class also have English as a subject matter, and the English lesson is being taught using Genre-Based Approach. The goal of immersion program and the genre approach is almost the same, that is, to make the students able to acquire the target language, English, and the students able to use English in real communication based on context.

Based on the reason above, the writer is interested studying on ‘The Implementation of Genre-Based Approach in English Immersion Class’

B. Problem Statement

Based on the background above, the research is focused on the implementation of genre based approach in English immersion class in SMA N 4 Surakarta. The problems of the research are formulated as follows:
1. What is the implementation of Genre-Based Approach (GBA) in English immersion class?

The implementation of genre based approach in English immersion class will be observed in 6 dimensions, such as:

a. The lesson plan
b. The syllabus
c. Types of learning and teaching activities
d. Learner roles
e. Teacher roles
f. The role of instructional material

2. What are the problems in the implementation of the GBA?

C. The Objective of the Study

The objectives of the study are to describe:

1. The implementation of the GBA in immersion class involving:

   a. The lesson plan
   b. The syllabus
c. Types of learning and teaching activities
d. Learner roles
e. Teacher roles
f. The role of instructional material

2. The problems in the implementation of the GBA.
D. The Benefit of the Study

From this study, it is expected that the result on the research can give contribution to English teaching in general, and especially for learning and teaching process in immersion program. The result of this research will be the benefit to us in showing how is the implementation of the Genre Based Approach in immersion class in the 2008/2009 academic year. For the researcher, many new valuable experiences, especially in English teaching are useful for her preparation as an English teacher to be. For the English teacher and the students in immersion program, the result of this research is very useful, because they will get much information about their teaching and learning process and especially for the teacher, they will be able to be more innovative and creative in their teaching. Finally, the writer hopes that the result of the research is able to give contribution to improve the teaching and learning program using GBA and also able to give some input to other researchers who are interested in analyzing the teaching and learning process using GBA in the immersion classes.