

STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

Chapter One

Introduction

Background

Living in the expanding circle country like Indonesia is less frequently exposed with English since it is served as a foreign language. Even though English is a foreign language in Indonesia, English is important in order to face the Asean Economic Community (AEC) 2015. We can also see from the school curriculum; English has been introduced since the elementary school level although it is not suggested by the government. Seeing this phenomenon, the researcher believes that Indonesian government wants their people to be able to communicate with English because they want Indonesian people to stand equally with people from other countries. To realize this goal, Indonesia needs English teachers who are expert in teaching English.

In line with the needs above, nowadays there are many universities that open English Education Department. Those universities have been producing a lot of new English teachers. One of the university is Universitas Muhammadiyah Yogyakarta. It opened the English Education Department in 2010. The universities compete each other to create future English teachers.

According to Regulation of Ministry of Education number 22 year 2006, English is listed as one of the study that is promoted by the government. In Indonesia, the government divides the study into two cores. They are

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"Normative" and *"Adaptive"* subject. Normative subject includes Religion, Civic Education, Arts, Physical Education and Bahasa Indonesia as well. Meanwhile, the adaptive subject includes English, Mathematics, Physics, Chemistry, Social Education and Entrepreneurship (Permendiknas, 2006).

Unfortunately, the importance of English is not comparable with the result that is achieved by students and teachers. As example, according to the researcher's experience, there are so many students that still think that English subject is really difficult even it makes them scared. It makes the English teaching in Indonesia difficult. Then, teacher as a person who is responsible in teaching and learning activities also have a problem in teaching English. Listia (2014) stated that some important issues faced by the teacher in teaching are the methods and strategies that are not in accordance with the development of the students. It forces teachers to look for methods or approaches that are effective in teaching the English language so that all the materials presented can be absorbed by the students well.

In fact, there are many teaching methods that can be used by teachers. Larsen-Freeman (2000) wrote some methods and techniques in language teaching, such as direct method, grammar translation method, the silent way and communicative language learning. One of the methods used in the curriculum in Indonesia is the genre based approach. The emergence of the genre based approach in Indonesia cannot be separated from the development of curriculum that happen in this country. Wahyuni (2014) says that since 1980 the genre always be a main theory in language teaching. In this theory, language learning is always

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taught in the text form. In Indonesia, the government introduced the genre based approach in the 2004 curriculum and had been introduced at all schools in Indonesia (Agustien, 2004). Now, the approach is also used in teaching and learning English in Indonesia. The students of English Education Department Universitas Muhammadiyah Yogyakarta had taken a course named principle teaching and learning. In the course, it was introduced the genre based approach as one of teaching method. The researcher sees that this method is appropriate to be applied by students doing the teaching practice since it has clear steps for teaching.

However, not too many data or research investigated this area (genre based approach). Thus, student-teachers' cannot have feedback about this method. Therefore, this research intends to find out the perception of the student-teachers' perception on the implementation of the genre-based approach in teaching practice.

Statement of Problem

Previously, in English Education Department Universitas Muhammadiyah Yogyakarta, the study program required student to take the teaching practice since the first year. In the first year, students have to take the teaching practice at elementary school following by practice in junior high school in the second year and in the third year the students take the teaching practice at senior high school or vocational school. At the end of the third year, the students are required to take the field teaching practice (Program Pengalaman Lapangan) for about 120 hours or it took around three and a half months.

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Based on the researcher's experience, there was a problem that was faced by student teacher when the teaching practice is running. When student-teachers' begin their class, student-teachers' will find some difficulties in running the class for the first time. The first is method, usually student-teachers' use their own method that they have planned before and apply it in their class. Unfortunately, not all student-teachers' record their lesson plan in the teaching journal. Some of them just use it once and for the next time they will use another new method. A creative student-teacher' may record their method on the teaching journal, but not all student-teachers' do it. When the researcher did the field teaching practice, he found that some student-teachers' used the genre based approach for their teaching and the other used other methods or sometimes student-teachers' cannot identify what kind of method they used. Here, the researcher wants to reveal the perception of those who once used the genre based approach in teaching practice.

Limitation of the Problem

This study focuses on the student-teachers' perception towards the implementation of the genre based approach in teaching practice. This study wants to find out the students' understanding on the learning cycles of genre based approach and their perception after implementing the genre based approach in their teaching practice.

Research Questions

In relation to the objective of the study, this research is expected to answer the two main questions:

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- How is the student-teachers' understanding about the learning cycles of the genre based approach?
- What is the student-teachers' perception on the implementation of the genre based approach in teaching practice?

Objective of the Study

The goal of this research are:

- To find the student-teachers' understanding about the learning cycles of the genre based approach.
- To reveal the student-teachers' perception on the implementation of the genre based approach in teaching practice.

Significance of the Research

After finishing this research, there will be some benefits for student teacher, institution, future research and also the researcher.

For student-teachers'. The research would help the student teacher improve their ability in teaching, especially in choosing method that they will use on their teaching. Besides, it can help student teacher explore wide information about genre based approach. So, they will not hesitate to use genre based approach on their teaching.

For the institution. This study could be the reference for study program, especially English Education Department Universitas Muhammadiyah Yogyakarta to consider useful subject that they can use to their students. Therefore, this research also can enrich the institution awareness regarding to any case that happen in the students experience.

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For future research. This researcher can be the reference and comparator for future research who want to do research in related to the teaching method or genre based approach.

For the researcher. Last but not least, for the researcher beside for the fulfillment of the undergraduate thesis, this research can enhance the researcher's understanding about genre based approach theory. Moreover, the researcher also can apply the result of this research in his future career.