

# CHAPTER I

## INTRODUCTION

This chapter focuses on the background of the study, the purpose of the study, the research questions, the scope of the study, the significance of the study and the organization of the thesis.

### 1.1 The Background of the Study

In the globalization era, English becomes an important language to be mastered by people who need to communicate in the global world. This language is used not only for communicating their ideas or feelings but also for communicating among the nations in many areas of the world. Halliday, (1978) in Herrell and Jordan, (2004: 4) claims that the other functions of English language which are related to what is corrected with this study are (i) to represent the facts or knowledge and (ii) to acquire knowledge in oral or written language

The Indonesian Government today gives more chances to students from all levels of education to learn English as a compulsory subject matter. Concerning this condition, the government has implemented the 2006 English Curriculum. This Curriculum emphasizes the students' development through the four language skills, including reading, listening, reading and writing.

The four language skills above have to be taught integrately where English teachers can choose certain skills that they want to develop. For instance when English teachers choose writing as a productive skill, the English teacher might

teach reading, listening and speaking before teaching writing. Besides, in the part of teaching writing, the English teacher gives more attention and time to develop student writing skill. The aim of this strategy is to bridge the students 'knowledge into the writing skill so that students have the knowledge of the genre, the register (field, tenor, mode), the discourse (phases, lexis, conjunction, reference, appraisal) and the grammar, graphic feature (spelling, punctuation, presentation) that will be written by them ( Rose, 2007: 10).

Moreover, in the Regulation of Minister of Education (*Permendiknas*) No.22/2006, the standard competence of writing of English in the Junior High School level is to understand the meaning of functional text. The example of functional text are the simple and short essay in the form of narrative and report for interacting within daily life (*Permendiknas*. No 22/2006). Regarding the standard of competence of writing under the 2006 English Curriculum, English teacher should be focused on the functional texts in teaching writing that the texts are often authentic to reflect the real-life situation.

In order to fulfill the requirement of the *Permendiknas* No 22/2006 in the teaching of writing which is under the 2006 English Curriculum of SMP level, English teacher should use the certain approach where students can achieve the writing skills. There are some approaches that have been used in the writing activity which are supported by the theorists but this study used the genre based approach (GBA) as an approach which is supported by Gerot and Wignel (1995), But, et al. (2000), Derewianka (2000), Gibbons (2000), Christie, (2000), Paltridge

(2001), Feez (2002), Macken- Horarik (2002), Hyland (2003), Rose (2007), and Teruya - Lam (2010).

The genre based approach (GBA) suggests that the teaching learning activities should be conducted in several phases, including Building knowledge of the field (BKOF), Modeling, Joint construction and Independent construction. The description of the four phases will be explained clearly in the next Chapter.

In relation to those phases of the GBA above, Rose (2007: 1) says that there are five skills that should be mastered by students in writing skill, as follows :

- (i) The genre, in which students have to check the appropriateness the genre before writing;
- (ii) The register, where students have to check whether they understand and explain the topic, the objective and the use of technical language;
- (iii) The discourse, where students have to check the appropriateness the phases, the well construction of the field and the use of logical relations;
- (iv) Grammar, where students have to check the grammatical convention appropriately; and
- (v) The graphic features where students have to check the spelling, of students through the phases of teaching and also assessing.

Under the genre based approach the students should learn different genre at school and one of them, which is the focus of this study is Report text. Moreover, this study also aims to investigate the benefits and problems are found by the English teacher in applying the genre based approach (GBA) particularly in the research site.

In the real classroom of SMPN 6 Cirebon as the research site, these phases of the GBA in teaching writing make an English teacher and students involve in the learning maximally in every phases.

### **1.2 The Purposes of the Study**

This study aims :

1. To investigate the teaching of writing a Report text using the genre based approach (GBA).
2. To investigate the benefits and problems which are found by the English teacher in applying the genre based approach (GBA).

### **1.3 The Research Questions**

This study attempts to address the following research questions:

1. How is the application of the genre based approach to teaching of writing a Report text using the genre based approach (GBA)?
2. What benefit and problems are found by the English teacher in applying the genre based approach (GBA)?

#### **1.4 The Scope of the Study**

This study is limited to investigate the teaching of writing a Report text using the genre based approach (GBA) and the benefits and problems are found by the English teacher in applying this approach in the research site, a junior high school in Cirebon, West Java.

#### **1.5 The Significance of the Study**

The results of this study are expected to

1. Enrich the literature for English teachers in teaching English of writing a Report text using the genre based approach (GBA) especially in Indonesian context.
2. Become useful sources for English teachers in classroom practices regarding the teaching of writing a Report text using this approach. Those sources about practices of the GBA are still rare in Indonesia.

#### **1.6 The Thesis Organization**

The organization of the thesis consists of five chapters. Chapter 1 presents the introduction which provides a background of the study, purposes of the study, scope of the study, and significance of the study and thesis organization.

Chapter 2 presents a theoretical overview. It covers the theory of teaching writing under the GBA, the theory of report text, the portfolio assessment, and the systemic functional grammar (GBA).

Chapter 3 discusses about the procedures of the research. It consists of research design and data collection. In the data collection, this study used observation, interview and data analysis. Chapter 4 provides the discussion and analysis. Chapter 5 contains the conclusion and recommendation.

