

CHAPTER I

INTRODUCTION

1.1 Background

Based on 2006 curriculum, the current English teaching is a text-based curriculum. It mandates the English teachers to teach various texts such as descriptive, narrative, recount, even discussion. In order to convey a comprehensible lesson, an appropriate approach is paramount to apply. Since it is a text-based curriculum, a genre-based approach is recommended to accompany the teaching process.

The genre-based approach has been applied in Indonesia for about seven years. Apparently, seven years is not sufficient to conduct a perfect implementation of Genre-Based Approach. Some research has shown that there is a problem in the practical level. The in-service teachers are still confused about transmitting the theory into practice. This can be seen in the mismatch between the basic concept of the Genre-Based Approach and its application. Astaman (2010) says that the in-service teachers that he observed only use Joint Construction of Text to construct a text. Nevertheless, experts believe that it takes more than that (see Derewianka, 1990; Feez & Joyce, 2006). Students need to go through some steps in this stage.

In another research, Emilia (2005) mentions that in her pre-observation, the in-service teacher executed the Building Knowledge of the Field once. She thinks

that this action will not provide enough chance for the students to establish sufficient knowledge about the related topic. The activity in this step was not maximally exploited. The teacher just gave students some vocabulary yet these words were not used in the latter process.

In addition, Alwasilah (stated in Gustinefa, 2008:1) argues that writing is complicated not only for students but also teachers since they acquire limited writing skills and have short of informed knowledge. This leads to Astaman's(2010) finding that it is hard to find students' writing collection because there is not any writing process. Meanwhile, the first focus of Genre-Based Approach is how to help students to write texts.

As the problem appears, it is important to solve it immediately. Several ways have already been taken to help these teachers. The teachers have a place to share and to find solution for their teaching problems in Musyawarah Guru Mata Pelajaran (MGMP) and Lesson Study Program. These two programs are functioned as the place for teachers to discuss any challenges found in the class and to find the solution. The meeting is conducted regularly. Moreover in Lesson Study, an expert is invited in order to give more input related to teaching.

However, the in-service teacher is not the only party that needs attention. Another attention also needs to be paid to the pre-service teachers. They are the ones who will become the future teachers. It is important to know how qualified they are from the first beginning of their teaching career so that if anything needs to be improved, the action will not be too late to be taken.

Under that consideration, this study aims to reveal the ability of the pre-service teachers in executing Genre-Based Approach in the process of teaching writing.

1.2 Statement of the Problem

In line with the background of the problem above, this study attempts to answer the following questions.

1. What understanding do the pre-service teachers have about Genre-Based Approach to teaching writing?
2. How do the pre-service teachers apply Genre-Based Approach in teaching writing?

1.3 Aims of the Study

The research questions above have been established to reach these aims.

1. Investigate the understanding that pre-service teachers have about Genre-Based Approach to teaching writing.
2. Portray the application of Genre-Based Approach in pre-service teachers' teaching of writing.

1.4 Research Method

1.4.1 Research Design

This study is intended to portray the process of teaching writing using Genre-Based Approach by the pre-service teachers. It means that a real phenomenon in its natural setting is the main object of the study and it takes an exploration on human behaviour. That refers it to be a qualitative research (Bogdan&Biklen, 1992;

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Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Guba, 1985 in Hatch, 2002: 6-7). In addition, the study uses a case study framework since it is aimed to give a description of a phenomenon so that an explanation can be framed in order to evaluate it when it is needed (Gall et al. 2003, 439).

1.4.2 Data Collection

Purposive sampling is important in selecting the participant. In order to have some fulfilling information, the informant or the participant should meet the criteria related to the research questions and quota is not an issue (Family Health International, 2011). In this case, the participant has to be the university students majoring English Education program who are attending teaching training program and know about Genre-Based Approach. There are two pre-service teachers who are having the teaching training program in one of the junior high schools in Bandung.

Multiple instrumentation was deployed in order to gain complete data. The instruments were questionnaire, document analysis, classroom observation, and interview. Questionnaire was deployed to fulfill the needed data related to the understanding of pre-service teachers about Genre-Based Approach to teaching writing. Document analysis sought the information from the lesson plans that were used in the teaching process as a prior picture on how the Genre-Based Approach was illustrated in the teaching process.

Classroom observation intended to check the implementation of Genre-Based Approach in teaching writing that covered the data to answer research question number two. Note taking and video-taping were taken while observation. Interview

was the last instrument that helped to clarify any incomprehensible matters in the previous data collecting process. The interview process was recorded.

1.4.3 Data Analysis

Data gained from observation and interview were transcribed first. After that, all of the data were analyzed based on the framework of Genre-Based Approach.

1.5 Clarification of Main Terms

1. Genre-Based Approach : an approach to language teaching issued by Derewianka (1990). It consists of four stages; Building Knowledge of the Field, Modeling of Text, Joint Construction of the Text, and Independent Construction.
2. Pre-Service Teacher : students of education program who take a teaching training program at schools in order to gain actual experience of their future professional working field.

1.6 Organization of the Paper

This paper is divided into five parts. The first one is introduction which displays the background, formulation of the problem, objectives of this paper, and how to collect the data. Chapter two mainly discusses the theories to analyze the issue brought in this paper. Chapter three, research method, talks about the methods to analyze the issue including research design and data collection. Chapter four discusses the analysis and findings which will employ the theory to process the data

obtained. Chapter five gives conclusions and suggestions towards the findings and the result.

