

## CHAPTER I

### INTRODUCTION

This chapter is going to give an explanation about background of the research, research questions, aims of the research, scope of the research, significance of the research, research methods and clarification of term. The last part of this chapter provides the organization of the paper.

#### 1.1 Background of the Research

Writing is not a skill that can be only said as “the more you get an exposure, the better you can write” because this skill requires some forms of instructions (Tribble, 1996), but also “the more you practice writing, the more you can write” (Langan, 2011) especially for foreign language learners. It means that to have a better piece of writing, he or she requires prior knowledge of, for instance, vocabulary, grammar, discourse structure, and even the text model (Harmer, 1998; Saville-Troike, 2006) that can be attained from reading and some practice time to write the piece that he or she is working on.

Unfortunately, in the school where the study takes place, writing tends to be a supplement activity in the classroom especially when it is related to the learning of genres such as recount text. When the teacher asks the students to write a certain form of genre, a recount text for example, he or she explains the social function “*to retell events for the purpose of informing or entertaining*”, the generic structure “*orientation, record of events and re-orientation*” and the language feature of the genre “*specific participants, simple past tense, , action verbs, use linking items to do with time*” (Emilia, 2011; Derewianka,1990) but the students do not have enough time or clear instructions of how to write it. Thus, the students have lack experience of writing. Sometimes they do not even know

how to get started. It becomes a problem because one of the indicators of the tenth grade students' basic competence fulfillment in the curriculum of English is to produce texts; they are narrative, procedure, spoof, recount, report, and news item (Depdiknas, 2004).

Since the curriculum of English is based on various kinds of genres, it suggests the teacher to implement the genre-based approach as an alternative in the process of English learning in the classroom especially in the secondary school (Emilia, 2010). As suggested in the 2007 English curriculum of Indonesia towards the implementation of the genre-based approach, there are two teaching cycles that can be implemented in the classrooms called a written cycle which is aimed to develop the students' reading and writing ability and a spoken cycle which is purposed to develop the students' listening and speaking ability (Emilia, 2010). This study focuses only on the written cycle.

Many studies have been conducted toward the implementation of genre based approach in many countries in Asia such as Indonesia (Emilia et. al., 2008; Hudri, 2011) and Thailand (Kongpetch, 2003; Changpueng, 2012). Those studies prove that genre based approach has significantly improved students writing ability at any level of education especially in a secondary and a tertiary level. The students' writing score in the posttest always shows a great improvement compared to the pretest. However, a successful result of the implementations of the approach in some sites does not assure the same result happens in other places (Suhardi, 2010).

Nonetheless, this study is trying to figure out whether the implementation of the genre based approach in the written cycle improve the students' writing skill, especially in writing a recount text because the participants of the study is 10<sup>th</sup> grade students who should produce this text (Diknas 2004). The study also intends to investigate the students' responses toward the implementation of the genre based approach in written cycle teaching of a recount text.

## **1.2 Research Questions**

This research is guided by the following questions:

1. Can the implementation of genre-based approach in written cycle teaching improve the students' recount text writing ability?
2. What are the students' responses toward the implementation of the genre-based approach in written cycle teaching of a recount text?

## **1.3 Aims of the Research**

A research cannot be well conducted if the purposes of the research are blurred (Muijs, 2004). In order to give clarity to the purpose of this research, here are the purposes of this research:

1. to figure out whether the implementation of genre-based approach in written cycle teaching improves the students' recount text writing ability.
2. to find out the students' responses toward the implementation of genre-based approach in written cycle teaching in the classroom.

## **1.4 Scope of the Research**

This study is conducted in a senior high school in Subang. The participants of the study is 10<sup>th</sup> grade students which two of six classes are involved in this study as a sample of the study. Moreover, the study focuses on the implementation of genre-based approach in written cycle teaching which means most of the activity in the classroom is aimed to give the students many exposures into reading and writing. Recount text is taken as the sample genre in this study which focuses on one kind of recount texts that is factual recount in the form of a biography.

## **1.5 Significance of the Research**

The result of this study is expected to give a contribution for several aspects such as students as practical aspect, teachers as professional aspect and

English subject as theoretical aspect. For the students, it can help them to write better because they have to complete several stages to finally produce a piece of writing by themselves. As for the teachers, it can give information regarding the implementation of genre-based approach in the classroom which can be taken as an alternative method in teaching English, especially teaching writing. For the English subject, it enriches theories and methods in this subject.

### **1.6 Clarification of the Key Terms**

There are some terms that need to be clarified in order to avoid misunderstanding. Those are:

**Written cycle** : It is one of two cycles of English teaching that focuses on the development of the students' reading and writing skills. It covers four teaching stages such as building knowledge of the field, modeling of the text, joint construction of the text and independent construction of the text (Emilia, 2011).

**Recount text** : Recount text is a kind of text types that the social purpose is to retell events or what happened in the past which are arranged in temporal sequence (Macken-Horarik, 2002 as cited in Emilia, 2011: 27).

### **1.7 Organization of Paper**

This paper consists of five chapters. Each chapter focuses on a single unit of the research.

**Chapter I** presents seven sections; there are background of the research, research questions, aims of the research, scope of the research, significance of the research, a brief explanation about the research methodology used in this paper, clarification of the key terms and organization of the paper.

**Chapter II** discusses the theoretical foundation of the research. It contains theories which are related to the research, such as the genre based approach, the written cycle, and the writing that are conducted in the previous studies.

**Chapter III** explains the research methodology that is used in this study. It gives a detailed procedure of the research design that contains the description of the sample and the plans of the instruments, the stages of the data collection, and the steps of data analysis used in the study.

**Chapter IV** describes the data collection, the data analysis, and the findings of the research that are related to the aims and the hypothesis of the study, which is trying to answer the research questions.

**Chapter V** presents the conclusions of the study, limitation of the study, and suggestions for further research in the same field.