

# CHAPTER I

## INTRODUCTION

This section discusses some aspects including background of the study, purposes of the study, research questions, and definition of the terms.

### 1.1 Background of the Study

One of the aims of teaching English as a foreign language in a primary level/ a Junior High School in Indonesia is that the students are expected to be able to write many kinds of texts/genres such as descriptive, procedure, recount, narrative, and report (Indonesian Curriculum Centre, 2006). However, many students reveal writing these kind texts are not easy. With respect to this Emilia (2005, p.16) states that the majority of EFL students consider writing as a difficult subject. In line with this notion, (Byrne, 1988, p. 4) argues that writing is a difficult activity for most people. Moreover, (Alwasilah, 2001, p.56) reveals that many school teachers prefer to ignore the teaching of writing since they have lack information and knowledge on teaching their students to write. Therefore, students are rarely exposed to the practice of writing.

When the students are learning to write the text types, they have to consider the resources of written language such as spelling, punctuation, logical devices, grammatical devices, and lexical devices (Byrne, 1988, p. 257). Those resources are challenging for EFL students in Indonesia.

**Delis Tati Nurhayati, 2014**

*Applying a Genre Based Approach to Teaching Writing a Recount Text A case study at a Junior High School in Bandung*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

However, writing skill is accessible to learn. Students may acquire it through a process of learning under guidance of a teacher (Feez, 2002, p. 24). Therefore, as a productive skill which is considered as a difficult language skill to learn, the students need someone to teach and to guide them. A psycholinguist (Lenneberg, 1967, as cited in Brown, 2000, p. 334) argues that we learn to write if we are a member of a literary society and usually only if someone teaches us. It is clearly stated that writing is not naturally acquired but it should be learned under guidance. Students in this case need someone to teach them how to write. Therefore, a teacher holds a significant role in developing students' writing skill. It is also in the hand of a teacher that students can perceive writing as an accessible skill so that they can improve their writing ability. In line with this idea, (Gibbons, 2002, p.10) introduces Scaffolding term to assist learners how to do something, so that in the future they can complete a similar task alone.

One approach to teach writing which can assist teachers to teach different text types as stipulated in the curriculum is the Genre-based Approach (Indonesian Curriculum Centre, 2006). The Genre-based Approach was firstly developed in Australia (Rothery and Callagan, 1988). The approach started to be applied there since a literary project has been successfully implemented in the primary school in Australia. According to (Rothery and Callagan, 1988, p.13) the literary project was designed to examine the teaching of factual writing in Social Studies and History in year 5-8. It was stated that some teachers were provided with the basic of the pedagogical theory to apply in their classroom. Moreover, the results proved that this approach gives good effects in developing the literary skills of primary school students in Australia (Rothery and Callagan, 1988, p. 14). Presently the approach has been adopted in all

**Delis Tati Nurhayati, 2014**

*Applying a Genre Based Approach to Teaching Writing a Recount Text A case study at a Junior High School in Bandung*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

levels of language education and adult education sectors in Australia (Feez, 2002, p. 24).

Furthermore, it is also identified that educators in a lot of countries such as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden, and Thailand have employed the GBA in developing their syllabuses (Derewianka, 2003, as cited in Emilia, 2005, p. 56). In addition, in the context of second and foreign language the GBA has developed in some Asia countries such as Thailand, Korea, Japan, Singapore and Indonesia (Emilia, 2005). While this current trend and development occur mostly in the global level, in the local level where the teachers themselves report the practices of teaching is quite a few. In fact, teachers' report on the implementation of this pedagogy is equally important with other research in any levels.

Therefore, concerning the issues above, the study was conducted to investigate the effectiveness of the GBA in helping Junior High School students to write a recount text. This study focused on teaching one state Junior High School students in grade 8 in Bandung to write a recount text. It was conducted in such place as the matter of fact that most of the former studies of implementing GBA were conducted at secondary and tertiary levels, and it was infrequent to conduct in a primary level/a junior high school. Therefore, it would fulfill the research gap about GBA in Indonesia. Recount text was chosen as it is suitable to learn by students in primary level as suggested by (Callaghan and Rothery, 1988; Derewianka, 1990; Gibbons, 2002; Christie, 2005; Martin and Rose, 2008). Moreover, a Recount text is one of the genres or text types to teach to Junior High School students in grade 8 as it is

**Delis Tati Nurhayati, 2014**

*Applying a Genre Based Approach to Teaching Writing a Recount Text A case study at a Junior High School in Bandung*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

stipulated in the 2006 National English curriculum in Indonesia (Indonesian Curriculum Centre, 2006).

## **1.2 Purposes of the Study**

The study has two purposes; firstly, to find out how the activities at each stage of the GBA help students improve their writing ability; secondly, to find out the students' difficulties to write a Recount text.

The study conducted in a primary level/ a Junior High School as a matter of fact that most of the former studies of implementing GBA were conducted at secondary and tertiary levels, and it was infrequent to conduct in a primary level/ a junior high school. Therefore, it will fulfill the research gap about GBA in Indonesia.

Recount text is chosen since it is suitable to learn by students in a primary level as suggested by (Callaghan and Rothery, 1988; Derewianka, 1990; Gibbons, 2002; Christie, 2005; Martin and Rose, 2008). Moreover a recount text is one of the genres or text types to teach to Junior High School students in grade 8 as it is stipulated in the 2006 English curriculum in Indonesia (Indonesian Curriculum Centre, 2006).

## **1.3 Research Questions**

Based on the objectives of the study above the study is formulated to address the following questions:

1. How can the activities at the stages of the GBA help students improve their writing ability?
  2. What are the students' difficulties to write a Recount text?

#### **1.4 The Definition of key terms**

- Recount is a piece of text which narrates a series of past events in chronological order. The purpose of a recount is to give the audience a description of what occurred and when it occurred (Anderson & Anderson, 2003, p. 48; Knapp and Watkins, 2005, p. 223; Martin and Rose, 2008, p. 53; Derewianka, 1990, p. 14; Callaghan and Rothery, 1988, p. 53).
- Genre-based Approach (GBA) is a pedagogical approach to teaching different kinds of genres/text types (Callaghan and Rothery, 1988; Derewianka, 1990; Feez, 1998, p. 28).