

CHAPTER I

INTRODUCTION

This chapter delineates the introduction to the study. It describes the background of the study, elaborating the reason behind the study and the importance of the study. This chapter also outlines the aim of the study, research questions, the scope of the study, the significance of this study, the clarification of the terms used in this study and the thesis organization of this study.

1.1 Background of the Study

Writing is significant in the language learning (Grabe & Kaplan, 1996 p.2; Williams, 2005). It is one of the four integrated skills that should be achieved. It covered listening, speaking, reading, and writing as emphasized on the curriculum (Kemendikbud, 2013g). Writing plays an important role in reflecting social identity (Hyland, 2009) and in acquiring advanced literacy skills (Williams, 2005); it is also a way of thinking and learning, a way of discovering, it creates reading, and it is needed by educated people (Troyka, 1987 p.2). Despite the fact, writing, to most extent, is considered as the most challenging skill because it is a complex, insurmountable task, and time-consuming process; mental processes; generating and evaluating, creating and criticizing go on the same time in the process of writing (Elbow, 1998 p.7; Weigle, 2002; William, 2005; Hyland, 2009; Johnson in Emilia, 2009 p.21).

There have been numerous studies on effective writing methods. Some of them are the studies conducted by Myles (2002) and Cabral (2005). Myles (2002) conducted the writing process in the post-secondary institution in the second language context of Canada, while Cabral (2005) applied task-based writing to EFL

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class of Portuguese ninth graders. The results of both studies showed integrative development of students' writing competence, since the writing activities allowed the students to keep writing and to think about the interesting topic and to share their opinion, and to receive feedback from the teachers or instructors. One alternative method to be used in teaching writing is Genre-based approach (GBA). It is an organized technique with purposeful and meaningful constructed explicit teaching activities to teach writing based on functional grammar as developed by Halliday (1995) in England and is applied more in Australia (see Emilia, 2005). Further explanation on Genre-based approach will be discussed in chapter 2.

Research on Genre-based approach has been applied for many purposes and in different settings. Carstens (2009) carried out one research on GBA to university students in teaching academic writing where English is used as the first language. Likewise, Varaprasad (2013) did a study to ESL university students in teaching thesis writing in one university in Singapore. In EFL context, Payaprom (2012) applied Genre-based approach to college students in one of the universities in Thailand. In Indonesian EFL context, GBA is pioneered by Emilia (2005) who is also one of the theorists and practitioners of Genre-based approach in Indonesia. She applied Genre-based approach to university students in teaching discussion genre at one state university. All of the studies indicated that Genre-based approach acquired positive impacts in improving students' literacy.

Moreover, Genre-based Approach in teaching writing in Indonesian context has been applied in various levels such as; Pujianto (2013) applied Genre-based Approach in teaching writing report text to one science of a state senior high school in Bandung; Ramadhani (2014) applied Genre-based Approach in teaching writing recount text by using photographs to eight graders of secondary school of one state Junior High School in Bandung; Mulyati (2012) applied Genre-based Approach in

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teaching writing recount text to tenth graders of Islamic senior high school or Madrasah Aliyah in Sumedang. All of the studies showed significant results in students' writing ability.

Although there were numerous studies (Mulyati, 2002; Pujianto, 2013; Ramadhani, 2014) conducted in senior high school or junior high school settings and the focus of teaching was on different text types, there had not been a study to the use of genre-based approach in teaching writing biographical recount in *Madrasah Tsanawiyah* context in Indonesia, particularly with the synthesis of Project-based Learning, as one of the suggested teaching methods in 2013 Curriculum. Therefore, this study aimed at finding the effects of the use of Genre-based Approach synthesized with Project-based Learning in teaching writing biographical recount text.

Considering some following aspects including; (1) writing's significant role for students' learning as one of the integrated skills that should be achieved; (2) GBA as one of the trends in teaching writing, (3) Project-based as one of the suggested methods in 2013; and (4) biographical recount text as one of the texts that should be taught to the students in secondary school level (Kemendikbud, 2013f), teaching writing biographical recount text by synthesizing Genre-based approach and Project-based Learning in Madrasah Tsanawiyah is worth investigating. Therefore, this study aimed at finding the effects of the use of Genre-based Approach synthesized with Project-based Learning in teaching writing biographical recount text.

1.2 Aim of the Study

As aforementioned, the study was conducted in order to attain the following aim.

1. To investigate the effects of the use of Genre-based approach synthesized with Project-based Learning in teaching writing biographical recount text.

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1.3 Research Question

This study was carried out in order to answer the following research question.

1. To what extent can the use of Genre-based approach synthesized with Project-based Learning enhance the students' ability to write biographical recount text?

1.4 Scope of the Study

The study was limited to the teaching of writing biographical recount to thirty eight graders of one secondary schools of Madrasah Tsanawiyah in Cianjur, West Java, Indonesia by incorporating Genre-based approach and Project-based Learning. The biographical recount text was just focused on certain theme (students' idol teacher and friend) which is written in group work and individually. Furthermore, the study embraced four steps of Genre-based approach, including building knowledge of field, modeling, joint construction of text, and independent construction of text which were realised within two cycles. Each step of Genre-based approach was incorporated with Project-based Learning basic principles and stages. The framework of Genre-based approach used in this study was based on Callaghan, M., & Rothery, J. (1988) and Emilia (2005, 2011), while Project-based Learning applied in the study was based on the recommendation stated in Kemendikbud (2013) which was also in line with Eva Reeder (2007, in Edutopia, 2014) and Stoller (2002). In line with it, the study also analyzed the texts written by the students consisting of three collaborative writings and three individual works. Both writings (collaborative and individual works) represented high, middle, and low achievers which was viewed from their rankings.

1.5 Significance of the Study

The study is significant to the theory, the educational practice and the professional development of English teaching especially to the development of teaching writing skill. Theoretically, the study is projected to be able to enrich the literature of teaching writing in secondary school in Indonesian setting and in foreign language context in general. Practically, the result of the study will enhance practitioners in education in terms of strategies in teaching writing skill in line with the students' need in motivation in building writing habit. Professionally, this study is expected to be references for teachers in developing the method and strategies in their teaching and learning in the classroom activities especially in teaching writing.

1.6 Definition of the Key Terms

- Genre-based Approach is one of approaches applied to success the teaching and learning, particularly in teaching writing. It is mainly developed in Australia. It is an organized technique with purposeful and meaningful constructed explicit teaching activities to teach writing based on functional grammar as developed by Halliday (1995; Emilia, 2011).
- Project-based Learning refers to a systematic teaching method that engages students to explore the real-problems and challenges. This method inspires students to obtain a deeper knowledge of the subjects they're studying while working in a collaborative teamwork (BIE, 2014; Edutopia, 2014; Boss, 2011; Bell, 2010; Chard, and Katz Lilian G., 1989).
- Biographical Recount text is defined as a text that retells someone's past events, experiences and achievements in sequences of events over time for the purpose of

informing or entertaining (Emilia, 2011; Derewianka, 1990; Callaghan & Rothery, 1988; Anderson & Anderson, 1998).

1.7 Thesis Organization

This thesis is organized into six chapters. Chapter I is general introduction presenting the backgrounds of the study, statement of the problems, aim of the study, research question, the scope of the study, the significance of the study, the definition of key terms and thesis organization. Chapter II discusses the theoretical framework underpinning the study which involves the theory of Genre-based approach, Project-based Learning, the teaching of writing using GBA, and the biographical recount text. Chapter III presents the methodology of the study which includes the aim of the study, research question, research design, research site, research participants, technique of data collection and technique of data analysis used in this study. Chapter IV reveals the implementation of the teaching program of teaching writing biographical recount text by incorporating Genre-based approach and Project-based Learning. Chapter V presents the research findings and discussion of the findings. Chapter VI restates the aim of the study and research question, concludes the previous chapters, and provides the limitation of the study and recommendation for further research.