

CHAPTER 1

INTRODUCTION

This chapter provides a brief description about the whole contents of the research including background of the study, statement of problems, the purpose of the study, the scope of the study, the significance of the study, clarification of key terms, and organization of the paper.

1.1 Background of the study

Writing as one of the four language skills that are learned by foreign language students needs to be developed well in order to meet their future need of the real use of language in a global community. Giving them many practices and experiences in writing from early learning stage will help them to write easily later. Unfortunately, teaching writing for first grade students in junior high school can be difficult for the teacher because the students still have limited vocabulary and knowledge about some texts. Moreover, in writing pedagogy there are some essential part that will help the students to reach the final text, there are brainstorming, outlining, drafting, revising, and editing (McKinley, 2012; Yasuda, 2011). It means that the teachers have to provide more than two meetings to explore the students' ability in writing and make a good writing result. In fact, some teachers only provide one until two meetings to teach writing text. It makes the students did not have enough time to write well. This is reasonable since writing involves several processes which are choosing appropriate vocabulary, organizing the structure properly depends on the topic or the purpose of writing, following correct grammar rules, and integrating ideas (Richard & Renandya, 2002) and this skill is often considered as the most difficult skill to master.

The implementation of Genre Based Approach (GBA) in teaching and learning process is expected to be an alternative way to solve that problem (Emilia, 2011). This approach provides four stages for exploring students' ideas more deeply through specific genre in writing; building knowledge, modeling,

joint construction, and independent construction (Emilia, 2011). For seventh-grader, there are some types of text that are learned. One of them is descriptive text which is the focus text of this study.

According to Emilia (2011) this approach is the combination of three approaches; communicative approach, contextual teaching and learning, and grammar translation method. Therefore, it is suitable for any kind of syllabus (Emilia, 2011). Additionally, GBA becomes increasingly influential in English language teaching (Derewianka, 2003). GBA as one of the major trends in the new millennium, with discourse and genre analysis, schema theory, pragmatics and systemic functional linguistics rekindle an interest in functionally based approaches to language teaching (Rodgers in Derewianka, 2003). Therefore, teaching descriptive text writing through GBA is expected help the students in conveying meaning by selecting words and putting them together in a written form (Fairbairn & Winch, 1991). Furthermore, it is expected to help them in the process of composing messages, thinking of the language to use, taking care of diction, textual organization, and other mechanics (Mukminatien, 2003).

Many researchers have conducted the study toward writing descriptive text by using GBA. One of the results is from Tuan (2011) who examines the impact of genre-based approach on students' writing performance as well as students' attitudes towards the implementation of genre-based approach in writing learning. Research findings reveal that most of the students gained the control over the key features of the required recount genre in terms of social purposes, language features and schematic structure. The other researcher is Kim (2009) who implemented GBA in Korea. The result shows that this approach fits well for Korean students and it also helps them to learn organizational structure as well as linguistic features of a certain genre. Payaprom (2012) also conducted a research to see the impact of GBA in an EFL tertiary context in Thailand and the result shows significant benefits for teaching and learning English in a Thai tertiary context.

Therefore, this research aims at exploring the effects of GBA implementation toward the students' ability in writing descriptive text and the students' responses to the implementation of this approach.

1.2 Statement of problems

Related to the above phenomenon, there are two problems which will be investigated by the researcher. The problems are formulated in the following questions:

1. How does GBA implementation affect the students' ability in writing descriptive text?
2. What are the students' responses toward the teaching and learning process using GBA?

1.3 Purposes of the study

Based on the background of the study above, the aims of the research are:

1. to find out the effects of the GBA implementation to students' ability in writing descriptive texts; and
2. to find out the students' responses toward the implementation of GBA in teaching writing descriptive text.

1.4 Scope of the study

The scope of this study is limited into two concerns. First, it focuses on analyzing the students' text to see the development of students' writing ability, especially in writing descriptive text after the implementation of GBA. Second, it tries to discover the students' response toward the teaching and learning process using GBA in writing descriptive text.

1.5 Significance of the study

This study is significant for several reasons.

1. Theoretically, this study will provide a reference in the study of teaching and learning writing based on GBA at a junior high school level in Indonesia.

2. Practically, this study provides general guidance for developing the practice of teaching writing with GBA and for teachers in selecting, designing, and using appropriate methods in teaching English writing.
3. Professionally, the result of this study hopefully inspires the English teacher in junior high school in Indonesia to implement the GBA in teaching text in their classroom.

1.6 Clarification of Key Terms

There are several terms that should be clarified to avoid misconception. Those terms as follows.

1.6.1 Genre-Based Approach

GBA is an approach that is applied to the experimental group to increase students' ability in writing descriptive texts. It consists of four stages: building knowledge of the field, modeling, joint construction, and independent construction. Emilia (2010) says that the GBA is effective for any kind syllabus. Therefore, in this study, GBA will implement to seventh-grader to test whether it is suitable or not to use in teaching writing descriptive text.

1.6.2 Descriptive Text

Descriptive text is a text about a particular person, thing, or place (Martin, 1985 cited in Emilia 2010; Gerot and Wignell, 1995). This text was chosen in this study because the genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control (Knapp & Watkins, 2005). In this case, the study is focused on the description of a particular person, especially about "My Idol".

1.7 Organization of the Paper

This paper will be presented in five chapters which will be elaborated as follows:

Chapter 1 Introduction

In this chapter, the paper elaborates the background of the research. It discusses GBA and descriptive text which become the focus of the study. This chapter also states the research questions, aims of the study, the scope of the study, the significance of the study, clarification of related terms, and paper organization.

Chapter 2 Theoretical Framework

This chapter discusses some theories about writing skill, GBA, and descriptive text.

Chapter 3 Research Methodology

This chapter gives a clear explanation about how the study was conducted and analyzed. The data analysis was explained briefly.

Chapter 4 Findings and Discussion

This chapter discusses the findings of the research and analyzes those findings in explanation clearly.

Chapter 5 Conclusion and Suggestion

This chapter explains the conclusion and several suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the implementation of GBA to teach writing descriptive texts. There are also several suggestions for further research related to the implementation of GBA.

1.8 Concluding Remark

This chapter has presented some aspects underlying the study, including background of the study, statement of problems, purposes of the study, the scope of the study, the significance of the study, clarification of key terms, and organization of the paper. The next section will present some theories relevant to the study.