

CHAPTER I

INTRODUCTION

This chapter presents a brief introduction of the study including background, statement of problems, purpose of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1. Background of the Study

Writing is perceived as the most difficult language-skill to acquire for some reasons (Alwasilah 2001, p.15). It is in line with Kongpetch (2003) who argues that “one of the reasons that foreign language students experience difficulties in writing English texts is because they have inadequate understanding of how texts are organized”. That is why students considered writing, especially in English a difficult task. It is supported by Alwasilah (2007, p.24) who asserts that writing is complicated language skill for students and even for teacher. Emilia (2005, p.15) also finds majority of her students consider writing is one of the most difficult subjects in learning English. This happens because when students learn writing, they also learn new knowledge about language (linguistic features) which is important to make text communicative and informative.

In addition, students also faced the difficulties in brainstorming idea, building knowledge, having less confidence in writing and lack of knowledge about language and genre of text. The problems in writing can be solved by implementing some approaches to teaching writing. One of the approaches that teacher can use to help students write a good text is Genre-Based Approach (as adapted from Rothery, 1996). Furthermore, this approach can become a solution to help students to develop their ideas, arrange the word and elaborate it into a good sentence paragraph, and develop confidence in writing and knowledge about language and genre of text. This approach has been claimed to be effective particularly in improving students writing. (see for example Martin and Rothery, in Couture, 1986; Gibbons, 2002; Derewianka. 2004; Butt et.al., 2001). However,

the Genre-Based Approach does not only focuses on writing, but also other language skills, such as listening, reading and speaking.

In Indonesia Genre-Based Approach has been implemented since 2004 in junior and senior high school. However, studies that have focused on the investigation of the implementation of genre-based approach in junior high school is still limited. Thus, this study specifically aims to fill the gap by investigating the benefits of the implementation of genre-based approach to help the students to write a Descriptive text in one junior high school in Lembang, West Java. Furthermore, this study attempted to find out students' responses toward the implementation of genre-based approach to teaching writing a Descriptive text.

1.2. Statement of Problems

Based on the background section mentioned above, the research is going to find out the answers of the following questions:

1. How can the genre-based approach help the students develop their ability in writing descriptive text?
2. What are the students' responses toward the implementation of genre-based approach to teaching writing descriptive text?

1.3. Purpose of the Study

Related to the statement of problems, the study aimed at investigating:

1. how genre-based approach can help the students develop their ability in writing a descriptive text as shown in their texts.
2. the students' response toward the implementation of genre-based approach to teaching writing descriptive text.

1.4. Scope of the Study

This study focuses on investigating the implementation of Genre-Based Approach to teach writing and analyzing descriptive texts. In interest of space, three students were chosen to be analyzed and discussed in depth in chapter IV as representative of each category of achievements. The analysis of the text is just focused on the schematic structure and linguistic features of students' writing product analyzed by using transitivity system.

1.5. Significance of the Study

The present research is believed to have theoretical, practical, and professional significances. From the theoretical perspective, the research findings can be used as the contribution towards the theory of the Genre-Based Approach that can be used in teaching writing and teaching English generally in descriptive text particularly to students of secondary level in Indonesia. Moreover, this research provides practical significance for the student; teachers also for readers are interested in teaching English especially teaching writing. For the students, this research is expected to encourage them tell what actually they need during the learning process. For teachers, the findings provide information about applicable genre-based approach in teaching integrated skill. In addition, those who are interested in teaching English, the findings present the alternative inputs of teaching writing descriptive text that they can use in their classroom. For the professional significance, the research findings can help teachers to improve the quality of teacher-students relationship to create a more collaborative classroom environment and to develop new ideas to improve learning process.

1.6. Clarification of Terms

To avoid the misinterpretation, misunderstanding, and misjudgments toward some concept presented in this study, this section will clarify the following terms:

1. Descriptive text – is defined as a type of text which functions to describe, show and provide information of particular person, thing, place or event based on what is seen, heard, smelled, and tasted (Derewianka,1990; Gerot & Wignell,1995; Knapp & Watkins,2005).
2. Genre-Based Approach – is the combination of three approaches which are communicative approach, contextual teaching and learning, and grammar translation method. This makes the genre based approach as the most suitable approach to any kind of syllabus (Emilia, 2011 p.20; Feez and Joyce, 1998, p. 24).

1.7. Organization of the Paper

This research paper will be organized into five chapters. Each chapter is provided with some subtopics to give an insight into the topic under investigation.

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A GENRE-BASED APPROACH TO TEACHING WRITING DESCRIPTIVE TEXT

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The first chapter is introduction. This chapter gives a brief introduction of the study including background, statement of problems, purpose of the study, scope of the study, significance of the study, clarification of key terms, and the organization of the paper. The second chapter is theoretical background. This chapter elaborates some theories about writing skill, genre-based approach, systemic functional linguistics and descriptive text for the research also the previous research of implementation genre-based approach in teaching writing. The third chapter is research methodology. This chapter focuses on the research method used in this study covering research design, research site and participant, data collection, and data analysis. The fourth chapter is findings and discussion. This chapter presents and discusses the findings of the study. This section also presents the analysis of the findings of the study. The last chapter is conclusion and recommendation. This chapter explains the conclusion and recommendation based on the analysis of the findings discussed in the previous chapter. This section will be divided into two parts: conclusion and recommendation. The conclusion part states the answers of the research questions mentioned in Chapter I. Meanwhile, the recommendation part provides the suggestion for further research related to the implementation of genre-based approach.