CHAPTER I
INTRODUCTION

This chapter presents background of the study, purpose of the study, research question, significance of study, clarification of term and organization paper

1.1 Background of the Study

Students’ participation becomes one of the important issues that many teachers are concerned about. As students’ participation is believed to trigger cognitive processes conducive and to create meaningful learning to language learning (Krupa-Kwiatkowski, 1998). Green (2008) explained further that meaningful learning is indicated by students’ participation, in which students are being involved actively in classroom, such as giving opinion, answering questions, making comments, participating in group discussion, paying attention and listening to others. Moreover, Murray and Lang (1997) claimed that students who participate actively will learn effectively and show greater development in oral communication, critical thinking and problem solving skill.

However, to get students’ participation in classroom is one of the basic problems to teach English as a foreign language. This problem has become a phenomenon that had been shown by Suherdi in 2002. He surveyed 62 junior and senior high school teachers in West Java, Banten and DKI. The survey showed that most of the teachers claimed students’ participation as very low and low (Suherdi, 2006). The lack of students’ participation indicates the ill development of the teaching models and even the teaching models are not suitable for the students. Hence teachers should consider what teaching models or approaches is suitable for their students’ needs in order to improve teaching-learning processes.

Based on the earlier statement that students’ participation is mostly determined by teaching models, so that, the effectiveness of teaching models or teaching strategies can be seen through the quality of students’ participation.
quality of students’ participation can be measured by using modified version of classroom discourse analysis framework by Suherdi (2006). There are three elements to be measured, including the quality of students-teacher interaction, the linguistic quality of students’ verbal contribution and the quality of students’ learning behaviour.

In this study, genre based approach becomes the concern of the researcher to conduct a study related to students’ participation since genre based approach emphasizes the critical importance of interaction and joint construction with apprenticeship (Halliday, 1975). Besides that, to improve the quality of English teaching-learning processes, education scaffolding of Indonesia has developed curricula. 2004, 2006 and 2013 curricula have been developed by considering genre based approach. Genre based approach is focused on literacy programs by understanding and producing selected genres of texts (Lin as cited in Lana, 2009, p.2). Moreover, aim of genre based approach is to develop students’ critical thinking through intensive and comprehensive reading and writing activities. In fact, critical thinking is quite important since it is emergent ability to develop Indonesian and reformation era which demands anyone to criticize the information they receive (Hamied as cited in Emilia, 2011). This is in line with Fisher (1990 as cited in Emilia, 2011) that literacy, the ability to read and write, encourages a more abstract form of thinking, it brings greater precision to the definition of terms, and it allows us to refer back, to think about our thinking, to weigh arguments, to supplement memory, to communicate with others, and to learn in autonomous ways. No wonder such powerful form of intelligence provides the key to success in school and beyond.

Therefore, this study is aimed at describing the quality of EFL students’ participation in genre based approach implementation. By describing the quality of students’ participation, this study will give an overview whether genre based approach has been implemented well or not. Besides that, this study hopefully will give contribution to teachers as a reflection or evaluation to teachers in developing
appropriate teaching models and teaching strategies that are suitable for students’ needs.

1.2 Purpose of Study
The purpose of the study is to describe the quality of EFL students’ participation in genre based approach implementation. At this stage in the study, the quality of students’ participation refers to three elements to be measured, including the quality of students-teacher interaction, the quality of students’ verbal linguistic and the quality of students’ learning behaviour.

1.3 Research Question
In order to accomplish the purpose of the study, the following research question is addressed:

1.3.1 What is the quality of EFL students’ participation in genre based approach implementation?

1.4 Significance of Study
Regarding the significance of the study, the results are expected to give some input into theoretical, practical and professional benefits.

1.4.1 Theoretical benefit
The results of the study can annotate the literature of students’ participation in genre based approach implementation.

1.4.2 Practical benefit
Practically, this research can give contribution in giving clear explanation how students’ classroom participation should be. After knowing the results, this research hopefully can be a reflection or evaluation to teachers in teaching-learning processes. Therefore, this may help teachers to develop suitable teaching model or teaching strategies in order to improve the quality of students’ participation.

1.4.3 Professional benefit
This research hopefully can give contribution to education field, especially improving teaching-learning process led by teachers.
1.5 Clarification of Terms

In order to prevent misunderstanding, there are three points of clarification of the study, as follows:

1.5.1 The quality of students’ participation: students’ participation refers to the quality of students-teacher interaction, the linguistic quality of students’ verbal contribution and the quality of students’ learning behaviour (Suherdi, 2006).

1.5.2 Genre based approach: SFL GBA is the results of social production, thus, this approach all emphasize the critical importance of interaction and joint language construction with adults, termed apprenticeship, for child language development, including children’s ability to interpret and compose texts (Halliday, 1975, 1993; Painter, 1984, 1986).

1.6 Organization of Paper

This study consists of five chapters as follows:

Chapter 1 Introduction
Chapter 1 presents background, purpose of study, research question, significance of study, research methodology, clarification of term and organization paper.

Chapter 2 Literature Review
Chapter 2 explains related theoretical foundations of the study.

Chapter 3 Research Methodology
Chapter 3 provides methods in conducting the study, including participants, research site, research design, data collection and data analysis.

Chapter 4 Findings and Discussion
Chapter 4 discusses findings and discussion of the study.

Chapter 5 Conclusion
Chapter 5 concludes conclusion and suggestions for further study.