

CHAPTER I

INTRODUCTION

This chapter provides a brief description of all the contents of the research including the research background, research questions, purposes of the research, scope of the research, and significance of the research. In addition, the clarification of related terms and the organization of the paper are put forward.

1.1 The Research Background

Writing is a frequent activity in human life. It can be seen that there are many writing products, such as advertisements, newspapers, magazines, and even name cards. Such writing products show that writing is used to exchange the information by many people. Therefore, writing is an absolute necessity (Alwasilah, 2001:15) to transfer certain messages, thus, the writers should be able to communicate with the readers through their writing. Then, it can be said that writing has been a necessary part of people's lives, so that learning to write is considered important since writing is not given but it is learnt (Rothery, 1996, cited in Emilia, 2012:17).

Learning to write, however, can be challenging, especially in English as a foreign language context since writing skill is considered complex to master (Paltridge, 2006:14). It is because writing does not only present an idea using appropriate choice of vocabulary, sentence, and paragraph organization but also turns such ideas into a readable text (Richards and Renandya, 2002, cited in Widodo, 2006:173). Further, Emig (1983, cited in Hyland, 2003:18, and Hinkel, 2004:5) reveal that writing also has distinct characteristics to do things such as pre-writing, drafting, revising, and post-writing. Therefore, writing seems to be a never one-step process which needs to be conducted recursively (Gibbons,

2002:52). Then, it can be said that learning to write has complex series of processes that require a range of explicit teaching (Knapp and Watkins, 2005:14) and systematic explanation of the ways language functions in social interaction (Hyland, 2003:18).

One way to promote a better writing activity in the classroom is teachers should apply the appropriate approach in order to develop the students' writing skill. In relation to this, one of the best approaches to teach writing is through the genre-based approach (Kress, 1993, cited in Ahn, 2012:2). In addition, this approach is important in the context of English language learning as a second language or foreign language (See Hyland, 2004) and also in bilingual class (See Gracia, 2009) because the concept of genre, to follow Hyland (2004:6-7) can show how individual use language in particular communication and help students to write the effective text (cited in Emilia, 2012:18). Thus, it can be said that many experts state that the genre-based approach is appropriate for teaching writing to the students.

Additionally, the genre-based approach facilitates the students with explicit instruction (Badger and White, 2000) about how language works, and how to acquire a way to talk about language and its role in texts (Hyland, 2007:153). Furthermore, this approach is aimed at assisting the students to do things with language independently through mastery of text types or genres (Lin, 2006:7, cited in Payaprom, 2012:33) on the basis of purpose and organization of the genre as well as the intended audiences (Paltridge, 2001, cited in Widodo, 2006:174). Departing from that, numerous researches on the genre-based approach has proved that there are some improvements on students' texts, which is the result of sequential steps and activities (Kongpetch, 2006; Chaisiri, 2010; Changpueng, 2012).

There is, however, not much research has been done to discover benefits of the genre-based approach, especially one that aims to find out how the genre-based approach can improve students' texts. This case is especially true in Indonesia, where most research usually tries to figure out whether the genre-based approach has any effect on students' writings or not, without pointing out specific benefits of the approach. Furthermore, there are only few studies related to Discussion text, in which most research focuses more on Narrative, Descriptive, or Recount texts despite the fact that Discussion text should also be taught in EFL classrooms in Indonesia, as suggested by *SKKD*. Thus, this study is expected to fill the gap of the research in the genre-based approach, aimed at figuring out the benefits of the implementation of the genre-based approach to senior high school students' writing ability of Discussion text and to find out students' responses towards the genre-based approach to their writing ability through a case study.

1.2 The Research Questions

The research will be led by the following questions:

1. What are the benefits of using the genre-based approach to teaching writing Discussion text?
2. What are students' responses towards the implementation of the genre-based approach to teaching writing Discussion text?

1.3 The Purposes of Research

The purposes of the research are to examine and find the answers of the research question above, stated as follows:

1. To investigate the benefits of using the genre-based approach to teaching writing of Discussion text.

2. To investigate students' responses towards the implementation of the genre-based approach to teaching writing Discussion text.

1.4 The Scope of Research

This study focuses on investigating the benefits of the implementation of the genre-based approach to senior high school students' writing ability of Discussion text in terms of the schematic structure and linguistic features and the learning process through the genre-based approach. In addition, it focuses on XII graders in one class of state senior high school in Sumedang in the first semester studying Discussion text and the topic is the phenomenon of cell phones, which is in line with the *SKKD* for English lesson for senior high school.

Then, six writing products from three students were selected to be analyzed based on the schematic structure and linguistic features of Discussion genre. Finally, the students' responses towards the genre-based approach were identified through interview focusing on learning process using the genre-based approach in general, the students' writing ability progress in writing Discussion text, the benefits of the activities to reach writing individually, the benefits of learning sources to help the students learn to write a Discussion text, and the teaching stages of the genre-based approach that helped the students to improve their writing ability.

1.5 The Significance of Research

There are some contributions that the study may offer. The results of this research are expected to develop the theoretical, practical, and professional benefits in English learning:

1. Theoretical benefits

Theoretically, this research is expected to enrich the theories and methods in teaching practice of writing by using the genre-based approach especially in Discussion text.

2. Practical benefits

Practically, this research provides some information for the readers who are interested in teaching writing. In addition, for the students who get involved in this study, this approach is expected to develop the students' writing skill of Discussion text. Then, this research is expected to be a reference for the English teachers to develop an innovative teaching method that is used in the classroom.

3. Professional benefits

This research is hoped to be a good reference for other researchers who are interested in continuing the research on teaching writing through the genre-based approach deeply. Furthermore, the students are expected to be more productive in writing essay. Specifically, developing the issue that is happening in a writing form.

1.6 The Clarification of Related Terms

There are several terms that are clarified in this study to avoid misunderstanding and to keep the study on the right way, namely:

1.6.1 Genre-based approach

The genre-based approach can be defined as the way to teach language and literacy education that combines an understanding of genre and genre teaching together in the writing class (Hammond and Derewianka, 2001, cited in Tangpermpoon, 2008:5). Furthermore, the genre framework provides the students

an explicit understanding of how target texts are structured and why they are written in the ways they are (Hyland, 2007:151) to make the students engage more with texts and produce a meaningful passages (Martin and Rose, 2005:3, cited in Payaprom, 2012:36).

1.6.2 Discussion text

Discussion shows an activity when people talk about something and tell each other their ideas or opinions (Walter, 2008). Similarly, in the text form, Discussion text discusses an issue with sophisticated arguments where the text involves a number of perspectives, at least arguments for and arguments against (Knapp & Watkins, 2005:194). Moreover, Discussion text has a social purpose to persuade people to accept particular position of an issue (Veel, 1997, cited in Christie & Martin, 1997:172). In this study, to follow (Martin, 1985; Rothery, 1985; Derewianka, 1990, cited in Emilia, 2012:26), capitalization of the first letter for writing genre is used in order to avoid misunderstanding.

1.7 The Organization of the Paper

The research is comprised of five chapters. Each chapter is subdivided into subtopics that will be further elaborated in the investigated problem

CHAPTER I is the introduction of the study. It has elaborated the background of the study, the research questions, the purposes of research, the scope of research, the significance of research, the clarification of related terms, and the organization of the paper.

CHAPTER II is the theoretical foundations of the study consisting of the theory of writing, the genre-based approach to teaching writing; the systematic functional linguistics, the genre-based approach, teaching model of the genre-based approach. Then, brief overview towards Discussion text, findings on related study and the conclusion of the chapter are presented in this chapter.

CHAPTER III is the research methodology used in this study. In this chapter, research design and method, research site and participants, data collection and data analysis techniques are put forward. In addition, an overview of Systemic Functional Linguistic as the tool for analysing students' texts, and concluding remark of the chapter are exposed.

CHAPTER IV is the findings and discussions of the data collected. The findings and discussions of the data were obtained from preliminary observation and teaching phases of the genre-based approach. In addition, students' writing products are discussed as well as the results from students interview used in the study is put forward. The concluding remark ends the chapter.

CHAPTER V is the conclusion and suggestions from the findings and discussions. It elaborates the conclusion of the research and what suggestions given to future research.