

## **CHAPTER I**

### **INTRODUCTION**

This chapter serves to introduce the present study. It presents the background of the study, the objectives of the study, the research questions, the significance of the study, the definition of the key terms, the organization of the thesis, and concluding remarks.

#### **1.1 Background of the Study**

Writing is one of the four language skills that students need to acquire to demonstrate their competence in the use of language. Writing is considered an important skill because it involves proper accumulative knowledge of grammar, mechanics of writing and diction, style, and merit (ability) to write in an organized manner and imagination (Khalil, 2010; Kwun-Man, 2004; Sabouri, Zohrabi, & Vafa, 2014). This skill demands the students to be creative in expressing their idea logically and coherently (Alodwan & Ibnian, 2014). Moreover, this skill also demands students to master different text types. The mastery of writing skill also has a significant role in language learning.

University students need to master genre in arguing that involves discussion and exposition genre. Writing an argumentative text is useful as a preparation for them to write an academic writing. Writing, however, is still regarded as the most complicated skill compared to speaking, reading, and listening skills. As it is stated by Tangpermpoon (2008) that when compared with other fundamental skills such as listening, speaking, and reading, writing is the most difficult skill. It is because it requires writers to have a great deal of lexical and syntactic knowledge as well as principles of organization in second language (L2) to produce a good writing.

Based on the researcher's pilot study, there are some problems identified regarding writing in the research site. The first problem is that the students lack an

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interest and ability in writing. They did not enjoy doing their writing task. They also had no confidence in writing on their own. As the result, when they have to finish their writing task, some of the students copied their task from the internet.

The second problem is that the students found writing was difficult. It was because they cannot distinguish the text types in writing argumentative text. They were also confuse about the structure of the specific text. Then, they did not try to study it by themselves because they thought that the teacher will explain it.

The third problem is that they felt difficult to express ideas in written form. They lack in grammar ability and also had limited vocabulary. It was because they were not interested in reading text to support their writing due to an uninterested topic in writing.

The fourth problem is that the method and technique used by the teachers were not interesting. It did not motivate the students to learn. They only focused the process; they did not explain about the structure or linguistic features of the text. Furthermore, the success of learning can be initiated by the method and technique used by the teacher (Saputra, 2015; Alodwan & Ibnian, 2014; Kartikasari, 2014). When the method used cannot attract the students, the students can get easily bored in learning.

Basically, there are two approaches to teaching writing i.e. process approach and genre based approach (Badger & White, 2000; Emilia, 2008; Hyland, 2003; Tribble, 1996). Process approach is an approach that emphasizes linguistic skills such as planning and drafting (Tribble, 1996; Hyland, 2003; Ho, 2006; Harmer, 2007; Tompkins, 2008; Cavkayta & Yasar, 2010). This approach has weaknesses in which this approach focus on the process rather than the end product of writing. This approach also lack of attention to the kind text that is going to produce and why such texts are produced (Palpanadan, Salam, & Ismail, 2014; Badger & White, 2000).

Genre based approach (GBA), on the other hand, is defined by Swales (1990) as a class of communicative events, the members of which share some set of communicative purposes. Every genre has a set of communicative purposes under

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social situations and each genre has its own structural features (Hyland, 2007). Hence, in teaching writing through GBA, the communicative purposes and the structural features should be introduced to the students (Emilia, 2008). This approach aims to help the students to understand the lexical and grammatical features of different rhetoric contexts being aware of communicative purposes, social interactions (Hyland, 2007). However, this approach has weakness in teaching writing in which it only focuses on language and text, and undervalue the skills needed to produce a text and see learners as largely passive (Kamler, 1995; Badger & White, 2000)

Indeed, to overcome the students' difficulties in writing, the teacher could adopt an effective approach to teaching writing that provides useful supports for the students to learn writing. Hence, to solve the aforementioned problems, the researcher suggests one way to address this situation. It is to adopt a Process-Genre Based (PGA) Approach to teaching writing in the research site.

A PGA is an approach that combines the process approach and genre approach (Badger & White, 2000; Yanghee & Jiyoun, 2005; Yan, 2005). The PGA can be used to make students realize that they also need to focus on the end product not only on their progress in writing (Yanghee & Jiyoun, 2005). Then, the PGA also can help students develop their writing skills, specifically on the genre knowledge and writing process (Pujianto, Emilia, & Sudarsono, 2014; Mujiono, 2014; Utami, 2015). The students' writing skill can be improved through this approach since they are prepared with the sufficient input consisting of the knowledge about language, context, and purpose before they undergo the process of writing (Badger & White, 2000).

In this study, the stages of PGA are adapted from Pujianto, Emilia, and Sudarsono (2014). The stages are as follows: 1) building knowledge of the field, 2) modelling of text, 3) joint construction of text that involves pre-writing, drafting, revising and editing, and 4) independent construction of text that involves pre-writing, drafting, revising and editing. The PGA incorporates the four teaching stages

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of GBA, in which process approach occurs in the two last stages: joint construction and independent construction.

A number of studies have examined the PGA (Badger & White, 2000; Yan, 2005; Yanghee & Jiyoung, 2005; Sari & Saun, 2013; Gupitasari, 2013; Pujiyanto, Emilia, & Sudarsono, 2014; Palpanadan, Salam, & Ismail, 2014; Mujiono, 2014; Utami, 2015). Most of the studies found that the PGA is helpful and effective in improving students' writing ability. However, to the researcher's knowledge, very few studies discuss the details of the practice in how the PGA can be introduced to teaching writing at university level to teach a hortatory exposition text.

The present research is conducted at a private university in Garut. This study is intended to investigate the implementation of the PGA in the teaching of exposition text. More specifically, this study examines whether the PGA can help to improve students' ability in writing a hortatory exposition text, and to identify the students' attitude towards the implementation of the PGA.

## **1.2 Objectives of the study**

Departing from the background of the study above, this study aims:

1. to investigate whether the PGA can improve students' ability in writing a hortatory exposition text,
2. to investigate how teaching-learning writing activities proceed when the PGA is implemented in EFL writing classroom, and
3. to identify students' attitude towards the implementation of the PGA to teaching writing a hortatory exposition text.

## **1.3 Research Questions**

With regard to the background and purposes of the study above, this study attempts to address the following questions:

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1. Can the PGA improve the students' ability in writing a hortatory exposition text?
2. How do the teaching-learning writing activities proceed when the PGA is implemented in EFL writing classroom?
3. What is the students' attitude towards the implementation of the PGA to teaching writing a hortatory exposition text?

#### **1.4 Scope of the Study**

This study is limited to the investigation of the implementation of the PGA to teaching writing of a hortatory exposition text and the students' attitude towards the implementation of the PGA to teaching a hortatory exposition text at a private university in Garut. This research involves a group of students specializing in English education at the university.

#### **1.5 Significance of the Study**

This study is intended to give beneficial in both theoretical and practical significance. Theoretically, the findings are intended to contribute on the issue of teachers' strategies in teaching writing. Practically, the findings are expected to come with benefits for teachers, the researcher, and the other researchers. For the teacher, through this study, the teacher is expected to be able to increase their understanding about the implementation of PGA to teaching writing to improve students' writing. Then, for the researcher, through this study the researcher is expected to be able to improve her knowledge about the PGA to teaching writing and writing good paper. Then, for other researchers, the results of this study can be used as a comparative study.

#### **1.6 Definition of Key Terms**

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- a. **Writing** is defined as a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time (Zamel; 1983, cited in (Alodwan & Ibnian, 2014))
- b. **Process-Genre Approach (PGA)** is defined as an approach which combine the process and genre approach that focus on the end of product and progress of writing (Yanghee & Jiyoung, 2005; Badger & White, 2000)
- c. **Hortatory Exposition Text** is defined as a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it. (Knapp & Watkinns, 2005, p. 191)
- d. **Classroom Action Research** is defined as any systematic inquiry conducted by researcher as teacher, principals, school counselors or other stakeholders in the teaching-learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn (Gay, Mills, & Airasian, 2009, p. 486), to solve the problem at the local level (Fraenkel, Wallen, & Hyun, 2012)

## 1.7 Organization of the Thesis

This thesis is organized into six chapters. First, chapter I introduces the research background and the objectives of the study. It also provides the research questions, and the definitions of key terms used in the whole studies. Furthermore, chapter II is a review of the most recent literature in the context of teaching approach to writing such as process approach, genre based approach, and process-genre Approach; Exposition text and Attitudes. Then, chapter III of this thesis discusses the research methodology which encompasses the research design and method used, research site and participants, data collection used and data analysis techniques. Then, chapter IV discusses about teaching program. It provides the explanation about the problems that occurred in the research site and the solution to the problems. Then, chapter V discuss about findings and discussion of the data taken from field notes and videotapes,

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students' scores (pre-test and post-test), students' text, questionnaire and interview. Then, chapter VI discusses about conclusions and recommendations.

### **1.8 Concluding Remarks**

This chapter has discussed about the introduction part of the study. It provided the background of the study, the purposes of the study, the research questions, the significance of the study, the definition of key terms, the organization of the study and concluding remarks. The details of the literature review is discussed more in the next chapter.