

CHAPTER I

INTRODUCTION

This chapter consists of some sections. Those are background of the study, purposes of the study, research questions, significance and the implication of the study, scope of the study, definitions of terms, and the organization of thesis. Those sections will be described below.

1.1 Background of the Study

The ability to write types of texts has an important role for EFL students in Indonesia. In English writing, the students need knowledge of grammar, knowledge of text, vocabulary, knowing of usage of expressions, paragraphing, etc. Besides, when doing writing, the students should consider the purpose of their writing, language they use, text types, information, and audience (Harmer, 2004).

At the level of junior high school, one of the goals of teaching of English in 2006 curriculum is the notion of language dealing with functions of the language, the social-context and the text types. Additionally, in standard of competency, there are five types of text teaching to the students of junior high school in four skills (see also Emilia, 2012). The text types are descriptive, narrative, recount, procedure, and report text. In the grade eight, students are expected to be able to express meaning in the functional written texts and simple short essay, in the form of narrative and recount in the daily life contexts (BSNP, 2006).

As regards the graduates of junior high school are able to write types of texts in English, they should consider the purpose of their writing, language they use, text types, information, and audience (Harmer, 2004). Furthermore, Harmer emphasizes that in the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency to measure their knowledge.

The students of junior high school learn types of texts in listening, speaking, reading and writing skill. For the writing skill, the students are expected to be able to write types of texts correctly according to its purposes, schematic structure, language features, paragraphing, punctuations, cohesion, etc.

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However, in writing text especially writing in English, there are many problems had appeared on the EFL students' writing performances. The issues are first the students make a lot of grammatical errors (Myles, 2002; Kim & Kim, 2005; Fatima, 2012; Herminingsih, 2013). Second, the students do not have knowledge of how to use expressions ((Myles, 2002). Third, the students have lack of knowledge of organizational of text and schematic structure of text (Myles, 2002; Fatima, 2012; Kim & Kim, 2005; Nurviyani, 2013; Lingzhu, 2009; Tuan, 2011). Fourth, the students have lack of knowledge of texts (Kim & Kim, 2005). The students have lack of vocabulary stock (Adas & Bakir, 2013). Fifth, the students have less of confidence in writing ability (Ahn, 2012). Sixth, the students are reluctant to participate in writing activities (Ahn, 2012). Seventh, the students are not motivated to learn English (Babalola & Litinin, 2012). Those problems are also appeared on EFL students' writing performances in context of education in Indonesia. Herminingsih (2013) and Nurviyani (2013) have found that most of students have less competent in English writing skill and the students do not have enough knowledge of grammar and lack knowledge of vocabulary.

Regarding the problems faced by EFL students in writing texts as has been mentioned above, it is needed a solution to solve the problems. In Indonesia, Genre Based Approach is suggested to be applied to solve the problems as it is stated, "The SFL Genre Based Approach (SFL GBA) is compatible with KTSP" (Emilia, 2010:102). KTSP is 2006 curriculum applies in Indonesia in 2013. Moreover, Genre Based Approach is an approach based on systemic functional linguistics introduced by Halliday in 1978 (Emilia, 2010). In Indonesia, Genre Based Approach (henceforward GBA) has been introduced around 1992 by Hamied and Suherdi in 39th TEFLIN International Seminar in Lembang, West Java Province (Suherdi, 2012).

Lerpreedakorn (2008) in his proceeding has written that

The Genre Based Approach has the potential to help EFL students become more aware of writing as a tool. This approach can be employed and manipulated "to meet the anticipated goal on purpose" as well as to enable students "to discover how writers organize texts" (Kay & Dudley-Evans, 1998: 310 in Lerdpreedakorn, 2008: 559).

GBA is a type of literacy pedagogy based on types of texts and emphasizes on the relationship between text-types and their contexts (see Hyon, 1996 in Tuan, 2011). Considering the potential of GBA as mentioned above, therefore GBA can be attempted to be applied in teaching of English in Indonesia to resolve the students' problems in English writing.

There are many studies were conducted towards the implementation of GBA showing the success of GBA, such as the studies performed by Emilia (2005) in Indonesia, Kim (2006) and Bae (2012) in Korea, Kongpetch (2006), Lerpreedakorn (2008), and Chaisiri (2010) in Thailand, Changpueng (2010) in Bangkok, Ahn (2011) in Australia, Tuan (2011) in Vietnam, Chen and Su (2012) in Taiwan, Babalola and Litinin (2012) in Nigerian, Lee (2008) in Hongkong, Amogne (2013) in Ethiopia, and Wang (2013) in China. These studies have confirmed that first, GBA is effective to improve students' performance writing text (Kim, 2006; Kongpetch, 2006; Lerpreedakorn, 2008; Chaisiri, 2010; Changpueng, 2010; Ahn, 2011; Tuan, 2011; Chen & Su, 2012; Babalola & Litinin, 2012; Amogne, 2013). Second, GBA can also encourage students' confidence in writing English text (Lee, 2008; Lerpreedakorn, 2008; Changpueng, 2010; Ahn, 2011). Third, the students have shown a positive attitude towards the implementation of GBA (Chaisiri, 2010; Changpueng, 2010; Tuan, 2011; Amogne, 2013).

To sum up, based on the studies have been performed above, the findings indicate that GBA can develop or improve students' writing skill, and can increase students' confidence in writing English texts. GBA also get a positive response from the students. The studies have also proposed the teachers or lectures to conduct GBA as their teaching approach with different type of texts, sites, participants, and levels of learning.

Most of the success of GBA as has been aforementioned were conducted in university level in other countries. There were only some studies from Indonesia. This condition has inspired the researcher to attempt to apply GBA, especially in teaching writing. So far, the studies in this subject are still limited, especially in the context in Musi Banyuasin Regency, South Sumatera Province. In addition, the

study on students' attitude that is relevant to students' writing ability is also limited. Thus this study is expected to fill the gap in. Therefore this study endeavors to seek whether GBA help students develop their writing skill and to find out the students' attitude towards its implementation.

1.2 Research Questions

This study employs to answer the following research questions:

1. In what ways does GBA or Genre Based Approach help the students develop their skill in writing a narrative text?
2. What are students' attitudes towards the implementation of GBA or Genre Based Approach in teaching writing a narrative text?

1.3 Purposes of the Study

The purposes of this study are to find out what activities in the stages of GBA that help students develop their ability in witing a narrative text and to find out the students' attitude towards its implementation.

1.4 Scope of the Study

This study was limited to discover activities in GBA that probably help the eighth grade students develop their ability in writing a narrative text and to find out students' attitudes towards its implementation in Sungai Keruh District, Musi Banyuasin Regency, South Sumatera Province. Narrative was chosen as this text is taught in the eighth grade (BNSP, 2006).

1.5 Significance of the Study

This study has potential result from two broad perspectives, theoretically and practically. Theoretically, the result of this study is expected to be able to enrich the existing theories of teaching writing, especially the implementation of GBA in teaching writing a narrative text.

Practically, this study will be beneficial for the teachers, other researcher, and the policy makers. For the teachers, this study promotes general guidance to improve the practice of teaching writing a narrative text and as the guide for the

teacher in selecting, designing and using the appropriate approach of teaching English writing.

Furthermore, this study can give input for the readers or other researchers to further study in the similar area with different interest. For the policymakers, especially in educational, it is expected they will give more attention to educational world, such as giving the chance for English teachers to increase their teaching methods, joint seminar, trainings, post graduate, etc.

1.6 Definition of Terms

The definitions of terms are divided into Genre Based Approach or GBA, narrative text, and attitude. All of the terms are defined as follows:

Genre Based Approach or GBA is an approach applied in literacy pedagogy to teaching type of texts that “placed great emphasizes on the relationship between text-genres and their contexts” (Tuan, 2011: 1472). In this study, Genre Based Approach or GBA refers to an approach of teaching literacy that applies to junior high school students in teaching writing narrative texts and emphasizes on the relationship between narrative texts and its context.

Narrative text is a text that has schematic structures: orientation, complication, and resolution and the purposes of the text might retell story, entertain, inform, amuse, educate, nourish, or and embody the readers or listeners with story or interesting events which could be based on the writer’s experiences or someone’s both factual or imaginary (Gerot & Wignell, 1995; Anderson & Anderson, 2003a; Alwasilah & Alwasilah, 2005; Humprey, Love, & Droga, 2012). In this study, a narrative text refers to a text consists of orientation, complication, and resolution that has purpose is to tell a story, to entertain, to educate or to retell students’ or someone’s experiences, imagination, or hope.

Attitude is defined as “a predisposition to respond in a particular way to the attitude object” (Allport in Stuart & Schultz, 2005: 8). Another definition of attitude is “an attitude is a positive or negative feeling about a physical object, a

type of people, a particular person, a government or other social institution's policy, ideas, the like" (Nitko & Brookhart, 2007: 448). In this study, students' attitude means positive or negative students response towards implementation of GBA in teaching writing narrative texts.

1.7 Organization of the Thesis

The study will be conducted into five chapters, where all of them will be described as follows. Chapter one, as in this chapter, has described the background of the study, purposes of the study, research questions, significance and implication of the study, scope of the study, definitions of the terms, and organization of the thesis. Chapter two explore about the literature review consisting of GBA, writing, narrative text, teaching writing through GBA, and attitude followed with some relevant theories and its research findings. Chapter three, where research methodology is described and explained, covers the research site, participants, and method of collecting and analyzing data. Then, in chapter four, findings are presented, discussed, and interpreted descriptively. The last is chapter five where conclusions from the previous chapters, limitations of the study, and suggestions for the further research are presented.

1.8. Concluding Remark

This chapter has presented background, research questions, purposes of the study, scope of study, significance of the study, definition of terms and the last is thesis organization. The next chapter presents literature review consisting of theoretical of genre based approach, narrative text, attitude, and its related studies.