

CHAPTER I

INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research questions, the aims of the research, the scope of the research, the significance of the research, research methodology, the clarification of terms, and the organization of the paper.

1.1 Background

Writing is one of the language skills which is often considered as the most difficult skill to master. Writing is a personal act in which a writer draws on knowledge and complex mental processes in developing new insight (O'Malley, 1996, p 136, in Permana & Zuhri, 2013). The writer should be able to organize ideas, words and sentences clearly to make the writing easy to be understood by the readers. It needs deep comprehension to the material and some sources which are needed to support the topic.

There are some elements needed to be considered to make a good writing, comprehension of the material, diction, and grammar (Permana and Zuhri, 2013). The first thing that someone has to do before making a good writing is understanding the material which is going to be developed. By mastering the material, the writer will be able to organize the ideas well. Second, the choice of diction must also fit the topic. The appropriate diction is used to show the suitable meaning in the writing. Third, the appropriate grammar is used to indicate the time of the text.

In fact, most Indonesian students face some difficulties in writing including, developing ideas, unenthusiastic students' attitude to the lesson, and difficulty in grammar (Permana & Zuhri, 2013; Ayuningtiyas & Wulyani, 2012). Richards and Renandya (2002, cited in Widodo, 2006, p173) states that the difficulty of writing lies not only in developing and organizing of ideas but also in translating these

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Genre-Based Approach In Teaching Writing Narrative Text (A Case Study Research at One Public Junior High School in Bandung)

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ideas into readable texts. Most of students in Indonesia have a limited vocabulary in English, so when they want to translate their ideas, they can not do it because they lack of vocabulary. Beside that, unfamiliar materials cause students unable to develop their ideas into a good text. Students' unenthusiastic attitude is caused by teachers' way in delivering the lesson. The way of teachers' teaching is boring, so students do not pay attention to the lesson. It can be said that grammar is the most difficulty that faced by the students. It is because in Indonesia, there is no grammar. However, in writing English texts, they have to consider the grammar to make their writing understandable. Therefore, some of English texts require different tenses, so students have to know some tenses according to the text they are going to write.

The problems in writing can be solved by implementing some strategies in teaching writing. One of the approaches that teacher can use to help students write a good text is Genre-Based approach (GBA). This approach is the combination of three approaches: communicative approach, contextual teaching and learning (CTL), and grammar translation method. This makes the GBA as the most suitable approach to any kind of syllabus (Emilia, 2011 : 20).

The curriculum in Indonesia requires students to be able to write some kinds of texts like, narrative text, descriptive text, and recount text. Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003) narrative text is a text which consists of a series of logically, and chronologically related events that are caused or experienced by factors. In addition, narrative text is a text that tells a story which entertains the readers Anderson & Anderson (2003). Since narrative is taught in grade nine of Junior High School and entertaining the readers, narrative text is chosen as the focus of this study.

Many researches had been conducted researches toward writing narrative texts by using GBA. Yuliani (2012) stated on her journal that by implemented GBA approach in teaching writing narrative text, the students' narrative texts improved

from stage to stage in terms of schematic structures and linguistic features. Changpueng (2010) also conducted study about the use of the genre-based approach (GBA) and its effects on the writing achievement and attitudes of Thai engineering students. The findings showed that the students were satisfied with the teaching method, activities, and exercises. More importantly, they felt more confident in writing.

Referring to the explanation above, this study aims to analyze the students' text to find out the students' narrative text improvement after being taught by Genre Based Approach. Furthermore, this study investigates the students' responses toward the implementation of Genre Based Approach in teaching writing narrative text.

1.2 Research Questions

As informed in the background of the study above, there are two problems which will be investigated by the researcher. The problems are formulated in the following questions:

- 1) How does the implementation of the genre-based approach improve students' ability in writing narrative texts?
- 2) What are the students' responses toward the teaching program of GBA?

1.3 The aim of Research

Based on the background of the study above, the aims of the research are:

1. To find out the value of the implementation of genre-based approach to students' development in writing narrative texts.
2. To find out the students' responses toward the implementation of genre-based approach to teach writing narrative texts

1.4 Scope of the research

The scope of this study is limited to two concerns. First, it focuses on analyzing the students' development in writing narrative texts after the implementation of genre based approach done. Second, it tries to discover the students' response toward the teaching program of GBA.

1.5 Significance of the research

There are some contributions that the study may offer. The results of this study are expected to:

1. Provide useful information for the reader especially English teacher about GBA that can be used in teaching writing and teaching English generally.
2. Provide additional informative input for the other researcher who intends to carry on research in the same field with certain interest.
3. Improve the quality in teaching English generally and in the teaching and learning writing specifically.

1.6 Clarification of (related) Terms

1.6.1 Genre-Based Approach

Genre-based approach is the combination of three approaches: communicative approach, contextual teaching and learning (CTL), and grammar translation method. This makes the GBA as the most suitable approach to any kind of syllabus (Emilia, 2011, p 20)

1.6.2 Narrative Text

Narrative texts tend to consist of certain events. It is because narrative text refers to the series of logically, and chronologically related events that are caused or experienced by factors Rebecca (2003). Moreover, Gerot and Wignell (1995) propose that narrative texts deal with problematic events, a crisis or turning points and resolution problem.

1.7 Organization of The Paper

This paper will be presented into five chapters, as follow:

CHAPTER I : INTRODUCTION

In this chapter, the paper will elaborate the background of the research. It will discuss genre-based approach and narrative text which become the focus of the study. The chapter also states the research questions, aims of the study, scope of the study, significance of the study, clarification of related terms, and paper organization.

CHAPTER II : THEORETICAL BACKGROUND

This chapter will discuss some theories about writing skill, genre-based approach and narrative text for the research.

CHAPTER III : RESEARCH METHODOLOGY

This chapter will give clear explanation about how the study will be conducted and analyzed. The data analysis will also be briefly explained.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter will discuss the findings of the research and analyze those findings in explanation clearly.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter will explain the conclusion and several suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the implementation of genre-based approach to the teaching writing narrative texts. There are also several suggestions for further research related to the cooperative learning.