CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter presents the introduction to the dissertation consisting of the background of the study, the research questions, the research objectives, the scope of the study, the clarification of terms, the significances of the research, and the organization of the thesis. Each area will be elaborated in the following sections.

1.2 Background of the Study

Writing skills play a significant role in the success of students' learning especially at the university level. The students at the university level have to do a number of academic writing assignments which "....require knowledge of research skills, ability to read complex texts, understanding of key disciplinary concepts, and strategies for synthesizing, analyzing, and responding critically to new information, usually within a limited time frame" (Carol, 2003, p.3). Thus, the students having those requirements will have a potential to be successful.

As the writing skills gain important roles in higher education, the different approaches to teaching academic writing have been developed. One of the approaches is genre pedagogy. Genre pedagogy has gained more interest among ELT researchers and scholars from over the world (Derewianka, 2003). Derewianka (2003) argues that genre pedagogy has been adopted by educators in a number of situations involving native speakers as well as ESL and EFL learners in many countries, such as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden and Thailand. More specifically in the contexts of Asia, genre pedagogy has been proven successful in higher education to improve the students' academic writing (e.g., Dang, 2002;Rozimela, 2005; Emilia, 2005; Kongpetch: 2006; Chaisiri, 2010; Tuan, 2011; Payaprom, 2012; Zheng & Chen, 2014; Yang, 2016). Those sudies inform that genre pedagogy has been successful in improving students' writing ability especially in developing the genre, register, and strategy of writing itself. As the ability to write is an indicator

of literacy skills, genre pedagogy can facilitate students' literacy learning. Regarding the success in literacy learning, one of the more prominent results of using genre pedagogy is the promotion of student empowement. In this case, students became more critical language users (Emilia, 2005) and more actively participating in school discourses and showing positive attitude toward the program (Emilia, 2005; Chaisiri, 2010; Payaprom, 2012).

However, little attention has been paid on how genre pedagogy encourages student empowerment in terms of its learning approach and the impact of this process of empowering on the students' literacy learning in Indonesian context. Thus, this study focuses on investigating how genre pedagogy empowers students in writing research proposals, one of academic writings in higher education. A research proposal, as Swales (1990) suggests is the 'occluded' genre; that is, genre which is difficult for students to write, but plays an important part in the students' life. Research proposal is important as it is often the key element to the success of writing a thesis and the most important step in the whole process (Madsen, 1992; Baker & Foy, 2008). It is also substantial because research proposal provides justification to convince that the research is worth researching and the students will succeed academically (Krathwohl & Smith, 2005).

Despite its importance in the students' life, writing research proposal becomes problems for the students starting from choosing the research topics to writing up the research proposal. The problems, in Indonesian context, as found by Widiastuti (2010) was that in general, most students had not been able to justify their research area to fill the gap in previous research, justify the literature review to be correlated to the proposed study, and justify the choice of research methodology to answer the research problems. Thus, the study on research proposal is urgent. More specifically, an appropriate approach to learning to write a research proposal which is empowering is needed.

The studies which focus on investigating and implementing an empowering approach to learning to write a research proposal is limited in Indonesian contexts (Emilia, 2016), while other studies focus on the students' problems in writing research proposal (Widiastuti, 2010; Yusuf, 2013), the factors

affecting the students' problem in writing research proposal (Dwihandini, et.al, 2013) and the part of research proposal (Fudhla, Rozimela & Ningsih, 2014; Zakiah, 2015). Therefore, this study aims to fill the gap of the previous studies by investigating how genre pedagogy can empower students in learning to write a research proposal. This study focuses on examining how empowerment is reflected in the implementation of genre pedagogy to the teaching of research proposal writing, how empowerment is reflected in the students' research proposal, and how the students respond to empowerment as reflected in the teaching program using genre pedagogy.

1.3 Research Questions

The present study aims at examining how genre pedagogy empowers students in learning to write a research proposal. Following are the specific questions proposed in the present study:

1. How is empowerment reflected in the implementation of genre pedagogy to the teaching of writing research proposals?
2. How is empowerment reflected in the students' research proposal?
3. How do the students respond to the empowerment reflected in the teaching program using genre pedagogy.

1.4 Research Objectives

In line with the research questions, the present study attempts:

1. to investigate the empowerment reflected in the implementation of genre pedagogy to the teaching of writing research proposals
2. to investigate how empowerment is reflected in students' research proposals.
3. to figure out the students' responses to the empowerment reflected in the teaching program using genre pedagogy.

1.5 Scope of the Study

The present study focuses on the use of genre pedagogy to empower students in learning to write a research proposal. The implementation of genre pedagogy to empower the students in learning to write a research proposal was closely observed.Then, the research proposals produced by the students were analyzed in terms of their shematic structure and linguistic features to find out the empowerment reflected in the students' research proposals. Finally, the students' responses toward the practice of empowerment in the implementationof genre pedagogy to teach a research proposal writing were also figured out to support the data taken from the classroom observation, students' reflective journal, and students' research proposals.

1.6 Significance of the Study

This study is expected to give the following significances:

1. Theoretical significance

   This research is expected to contribute to the theory of teaching academic writing, especially to enrich the literature about genre pedagogy in teaching students to write a research proposal and empowerment which is not yet well researched in Indonesian context.

2. Practical significance

   a) For writing instructors

      It is expected that this study will be beneficial for the writing instructors in implementing genre pedagogy to empower their students in teaching academic writing, especially research proposal writing.

   b) For students

      This study is expected to empower the students through their abilities in writing their research proposals.

    c) For researchers

    This research is expected to give inputs to other researchers who are interested in doing further research in this area, especially in empowerment and writing.

3. Social significance

This study is also expected to contribute socially or professionally as it can be used by writing instructors as the reference for empowering their foreign language learners who need to write a good academic article which can be accepted in English academic journal.

1.7 Clarification of the Terms

To clarify, this study uses several terms which are explained as follows:

1. Genre pedagogy: A pedagogy developed in Australia by the genre theorists. In its development, it constitues four stages; building knowledge of the field, modelling of the text, joint construction,and independent construction.

2. Students: The third year students of English Department in a university in Banten Province.

3. Research proposal: The students plan describing their future research as one requirement in completing their studies which is written in English.

4. Empowerment: The set of feelings, knowledge, and skills that produce the ability to participate in one's social environment and affect the political system which comprises four dimensions: the cognitive dimension, the economic dimension, the political dimension, and the psychological dimension (Stromquist, 2009). However, only cognitive and psychological dimensions which are explored in this study as political and economical empowerment require a longer period to find out thier impact on the students' learning.

1.8 Organization of the Thesis

This thesis is divided into seven chapters. They are:

Chapter I: Introduction

This chapter comprises the research background, research questions and objectives, the scope of the study, clarification of the terms, and research significances.

Chapter II: Review of related literature

This chapter comprises related theoretical foundations of the present study, including the theory of systemic functional linguistics (SFL), SFL genre pedagogy and the principles and the model under this theory, the theory of academic writing, especially research proposal including its structure and lingusitic features, and the theory of empowerment and its relation to the use of genre pedagogy in the teaching of a research proposal writing.

Chapter III: Research Method

This chapter reviews the research methodology used to conduct the present study, including the research design, research site and participants, data collection, and data analysis techniques.

Chapter IV: Empowerment Reflected in the Implementation of Genre Pedagogy to Teaching a Research Proposal Writing

This chapter presents the research findings to do with the implementation of genre pedagogy and how each stage of genre pedagogy empowers students in the learning process.

Chapter V: Empowerment Reflected in the Students' Research Proposals

This chapter presentsthe empowerment reflected in he students' research proposal through the analysis and discussion of the schematic structure and linguistic features of the students' research proposals.

Chapter VI

This chapter reviews the students' responses toward the implementation of genre pedagogy to empower students in learning to write a research proposal.

Chapter VII: Conclusion, Limitations of the Study and Recommendation for further studies

This chapter presents the conclusion drawn from the study, the limitations of the present study, In this step, the next researcher do **is** intrepreting the data gained and *drawing* the coclusion.