

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Writing as a productive skill is an important skill in English. Regarding this issue, it is not surprising that the teaching of writing is emphasized by the government in many countries, both in advanced countries (like Australia, the US) and developing ones (like Indonesia) (Emilia, 2010). Therefore, it is obvious that writing has to be an inherent part of teaching English (Rozimela, 2004).

In Indonesian context, the government's concern with students' English writing skill can be seen in the 2004 curriculum of English, which emphasizes on the teaching of writing apart from the other skills. The 2004 curriculum has adopted an approach to the teaching of writing, which was developed in Australia that encourages students to write different text types, namely the genre-based approach. When the approach was adopted in Indonesia, it represented a major departure from past practices (Emilia *et al*, 2010).

The genre based approach or also known as GBA is an approach which refers to teaching learners how to make use of language patterns to create coherent, purposeful composition (Hyland, 2003). This approach has largely drawn on systemic functional linguistics theory (e.g. Halliday, 1994; Martin, 1997; Johns, 2002a; Derewianka, 2003; Schleppegrell, 2008; Emilia, 2011). This approach has been employed in many native, EFL and ESL countries, as it is reported that, "educators in countries as diverse as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden and Thailand are employing genre-based approaches in developing their syllabuses, materials and curricula" (Derewianka 2003: 1)

However, in the implementation of genre-based approach in Indonesia, there were some challenges and it was particularly triggered by teachers' insufficient understanding of the implementation of GBA (Triastuti, 2011). To overcome this problem, Emilia (2011) suggests that, English teacher should not only understand the GBA concepts, but also be creative and innovative.

In relation to this issue, teacher can use some creative materials to develop students' writing skill and one type of the materials that can be used is song. Songs can help students to write a story, as suggested Grenough (1994, cited in Macias, 2011) that songs can help students in generating topic for composition and essays. Since story belongs to narrative, songs can be used to help students in writing narrative text. Regarding this context, Goering (2004) states that, the narrative text connects to music and it engages students' writing with their emotional response.

Although research on songs as prompt (Fulton, 2001; Goering, 2004) and genre-based approach have been reported to be useful in the teaching of writing, especially in writing narrative text, research on the use of songs as a prompt incorporated in genre-based approach is still uncommon.

Therefore, the research is needed to investigate the use of songs as a prompt which is incorporated in genre-based approach. Thus, this present study tries to fill the gap by conducting research on the use of songs as prompt incorporated with GBA to teaching narrative writing which focuses on the stages in GBA which can be incorporated with songs as a prompt and to what extent songs as a prompt can help the students in writing narrative text.

1.2 Research Questions

This study attempts to address the questions below:

1. In what stages of the genre-based approach can songs as a prompt be incorporated in teaching narrative text?
2. To what extent can song as a prompt help the students in writing narrative text?

1.3 Aims of the Study

According to the problems stated, this study aims to:

1. Identify in which stages of the genre-based approach songs as a prompt can be incorporated in teaching narrative text.
2. Investigate to what extent song as a prompt in genre-based approach can help the students in writing narrative text.

1.4 Scope of the study

The study focuses on investigating in what stages in genre-based approach that songs as a prompt can be incorporated in teaching writing narrative text and to what extent songs as a prompt can help the students to generate their ideas in writing narrative texts.

1.5 Significance of the study

This study is significant theoretically and practically. Theoretically, this study is expected to enrich the theories of using songs in teaching English as a foreign language, especially in the literature of genre-based approach which incorporated with songs, and research on songs in genre-based approach, which has not been well observed. For practical advantages, this study is expected to provide valuable information for teachers and students in teaching and learning of writing, especially in writing narrative text by using songs as a prompt.

1.6 Clarifications of Related Terms

There are some concepts that need clarification in this study. Each will be described below.

1. *Songs* refer short piece of music which is combined with words. In this study, song is used as instructional media.
2. *Prompt* refer to something to suggest, remind, or inspire. In this study, prompts are songs that used to inspire students in writing narrative text.
4. *Genre-based approach* refers to an approach which focus on teaching learners how to make use of language patterns to achieve coherent, purposeful composition (Hyland, 2004)
4. *Narrative text* refers to the one of genre in text which tells a series of events. It can be said as a process or act of telling story.

1.7 Paper Organization

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

Chapter 1 : Introduction

In this chapter, the paper elaborates the background of the study. It discusses about the genre-based approach, and how the approach can be incorporated with songs as a creative material to help the students to generate ideas in their narrative writing.

Chapter II : Theoretical Background

This chapter discusses some theories about teaching writing narrative text, genre-based pedagogy, and songs which can help in teaching narrative writing. Related previous studies are also provided in this chapter.

Chapter III : Research Methodology

This chapter provides clear discussion about how the study is conducted and analyzed. It clarifies why the study needs to use classroom observation, interviews and documents analysis. The data analysis is also explained in detail.

Chapter IV : Findings and Discussion

This chapter discusses the findings of the study and analyzes those findings in discussion clearly. It shows how the findings answers the research questions about in what stages of GBA that songs can be incorporated in teaching narrative text and to what extent can songs help the students in the narrative writing,

Chapter V : Conclusion and Suggestion

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four. The conclusion states the answer to the research questions. Several suggestions to improve teachers' and learners' reference in using songs in teaching English as foreign languages are also provided