

CHAPTER I INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research questions, purposes of the study, significance of the study, scope of the study, definition of key terms, and organization of the thesis.

1.1 Background of the Study

School-Based Curriculum for secondary school in Indonesia which is called the 2006 Curriculum emphasizes that English subject for junior high school focuses on the functional level in which the language is used for daily communication both spoken and written (BSNP, 2006). This Curriculum consists of competences that must be mastered by students, i.e. Standard Competence and Basic Competence covering Listening, Speaking, Reading, and Writing skills. Moreover, according to the 2006 Curriculum students must learn different text types including descriptive, report, recount, procedure and narrative. This study focuses on the teaching of writing of Report text.

Actually, although the School Based Curriculum does not mention explicitly the approach and the concept which has become the basis of the Curriculum, from the steps, the teaching material and the steps of the teaching learning process, it can be seen that this Curriculum is based on the Genre Based Approach, especially the two teaching cycles: spoken and written and Systemic Functional Linguistics (Depdiknas, 2005, 2006; Emilia, Hermawan & Tati, 2008). Meanwhile, in teaching genre at school, the School-Based Curriculum does not equip teachers with a theoretical foundation and a guidance of how to implement it in the classroom. So there are still

many teachers who get difficulties in teaching genre (Emilia, Hermawan & Tati, 2008; Emilia, 2012).

Some studies have been conducted in Indonesian classroom settings to investigate the value of the Genre Based Approach. The studies demonstrate that the Genre Based Approach can be implemented in teaching English and it improves the students' ability in writing and it also helps the students to learn English not only in writing but also in other subjects (Emilia, Hermawan & Tati, 2008).

However, research on the Genre Based Approach in secondary school especially in the research site is still rare. Thus this study aims to identify whether the Genre Based Approach can improve the students' ability in writing and to investigate the students' responses toward the teaching of writing using the Genre Based Approach.

1.2 Research Questions

This study attempts to answer the following research questions:

In what ways can the Genre Based Approach improve the students' ability in writing?
What are the students' responses toward the teaching of writing using the Genre Based Approach?

1.3 Purpose of the Study

As mentioned in the background above, this study has two main purposes:

- (1) to identify whether the Genre Based Approach can improve the students' ability in writing
- (2) to investigate the students' responses toward the teaching of writing using the Genre Based Approach

1.4 Significance of the Study

With regard to the significance of the study, the result of this research is expected to contribute to the development of theory and practice of the teaching of English.

Theoretically, this study is expected to enrich the literature on the theory of the Genre-Based Approach in the context of writing skill which is still likely receives a little attention in Indonesian EFL context.

Practically, this study provides information related to the implementation of Genre-Based Approach in teaching writing which can be very useful for the teacher.

Professionally, this study helps teachers in designing and developing materials and teaching strategies in order to support students' success in writing report texts.

Socially, the use of classroom action research method in this study - especially practical action research – contributes as a powerful tool that can empower teachers to take control on their own professionalism (Alwasilah, 2011; Nunan & Bailey, 2009) and enlighten teachers to do action research (Alwasilah, 2011, p. 66; Marschall & Rosman, 2006, cited in Emilia, 2009, p. 154).

1.5 Scope of the Study

This study is classroom action research with junior high school students in one state junior high school in Subang district, West Java. This study uses Classroom Action Research and focuses on the classroom activities under the Genre Based Approach and the result of the teaching learning as reflected in students' texts.

1.6 Definition of Key Terms

Key terms in this study were defined and specified as follows:

Systemic Functional Linguistic Genre Based Approach (SFL GBA): a model of text analysis as a point of reference and theoretical framework for analyzing students'

writing in terms of schematic structure and linguistic features. This model is developed by among others Halliday (1992, 1994), Halliday & Hasan (1986), Martin (1992), Feez and Joyce (1998), and Christie (2000).

Writing ability: an ability to write well in English with the attributes as a successful writer. The attributes of a successful writer as suggested by Hertzberg (2012, p. 109-110) are an understanding of the context of situation and context of culture, a real purpose for writing, an understanding of the structure and grammatical features of the specific text type, an understanding that English language choices can be made to suit the purpose and the audience, an understanding of the difference between the written and spoken modes of communication, a good knowledge of the subject they are writing about (field) and a clear idea of their audience (tenor).

Report Text: a writing genre that describe and classify the phenomena of our world or living and non-living things (Butt et. al., 2000; Derewianka, 2004; Emilia, 2012; Humphrey, Droga & Feez, 2012).

1.7 Organization of the Thesis

This thesis is organized into six chapters. Chapter One gives a general description of the introduction to the topic of the research. Chapter Two discusses the literature used in this study that covers a broad theory relevant to the purpose of the study i.e. Systemic Functional Linguistic Genre Based Approach especially about aspects related to report text. Chapter Three provides the methodology of the study that includes research design, research questions, setting and participants, data collection and data analysis. Chapter Four describes the teaching cycles. Chapter Five shows data presentation and discussion from the observation, text analysis and interview. Chapter Six provides the conclusion and recommendation derived from this research.

