

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the research questions, the research aims, the scope of the research that limits the focus of the research, the significance of the research, the clarification of related terms, and the organization of the research.

1.1 Background of the Research

It is generally accepted that writing is a vital skill that has an influence on mastering a foreign language and is used to convey the writers' idea, feeling, and thought to the readers (Husna & Rozimela, 2013). In Indonesian context, the 2013 English curriculum that has a wide portion of teaching writing is focused on junior and senior high school students' abilities (Base Competences 2013 Curriculum). The students are required to learn different types of texts to make them consider the purpose of their writing, language use, information, and audience (Harmer, 2004).

On the contrary, writing, especially in the context of English as a Foreign Language (EFL), can be challenging as it is viewed as a complex skill to master (Paltridge, 2006). It requires appropriate grammar, spelling, content or idea, vocabulary, and even punctuation (Harmer, 2007; Anderson, 2017). Moreover, Gibbons (2002) revealed that writing is a recursive cycle which cannot be finished by one phase.

In practice, there are as yet various students who cannot write properly. They face some difficulties in writing because they have lack of knowledge about genre (Mirna, 2009), motivation because of less support (Tesfie, 2017; Zhang, 2018), low attention to the process of writing (Karimnia, 2013, cited in Jasrial, 2019), and are still taught using the traditional approach (Kamengko et al., 2021). Regarding the issues appear in EFL classrooms, the teachers are expected to select suitable approaches which meet students' needs and goals (Yan, 2005). There are two approaches that can be employed for teaching writing in EFL classrooms, namely the Process-based approach and Genre-based approach (Badger & White, 2000; Hyland, 2003). However, some experts argue that these two approaches still have limitations (Badger &

White, 2000; Hyland, 2003; Nordin & Mohammad, 2006). Process-based approach leads to similar cycle and overlooks the context of the text and the target audience (Badger & White, 2000; Hyland, 2003:24). While Genre-based approach “sees learners as passive” (Badger & White, 2000:157), “can lead to over attention to written products” (Hyland, 2003:24), and “learners may be too dependent on teacher” (Nordin & Mohammad, 2006:79).

Considering the limitation, Badger and White (2000) introduce a synthesis from the teaching principles of Process-based and Genre-based approaches. This approach will give opportunities for students to have adequate knowledge of certain features of genres (social context), have exposure to a “specific context, purpose, and audience” (Lee et al., 2009:5), and the process of writing (Nordin & Mohammad, 2006:79).

Departing from that, some experts have investigated the use of Process-Genre based approach that shows the improvement of students’ writing practice, ability, and product (Pujianto et al., 2014; Amine & Faiza, 2018; Hoa, 2018; Xu & Li, 2018; Alabere & Shapii, 2019; Maolida & Salsabila, 2019; and Armas, 2021).

However, in prior research little attention has been paid to the use of Process-Genre based approach to teaching Discussion text to senior high school students. Thus, this research aims to investigate the use of Process-Genre based approach to teaching Discussion text to senior high school students through a case study by using SFL (Halliday, 1994a). Moreover, this research also aims to observe students’ responses towards the implementation of Process-Genre based approach in writing Discussion text.

1.2 Research Questions

The research was conducted to answer the problem formulated in the following questions:

- a. How does the implementation of Process-Genre based approach contribute to students’ ability in writing Discussion text?
- b. How are students’ responses towards the implementation of Process-Genre based approach in writing Discussion text?

1.3 Research Aims

Based on the research questions above, this research is aimed at:

- a. Investigating how Process-Genre based approach contributes to students' ability in writing Discussion text.
- b. Studying students' responses towards the implementation of Process-Genre based approach in writing Discussion text

1.4 Scopes of the Research

This study is focused on investigating the use of Process-Genre based approach to senior high school students' writing abilities of Discussion text in terms of schematic structure and linguistic features. In addition, this research is focused on twelve graders in one state senior high school in Majalengka, West Java. Then, twelve writing products from six students were analyzed based on the schematic structure and linguistic features of Discussion text using SFL. Finally, students' responses towards the implementation of Process-Genre based approach in writing Discussion text will be identified through interview.

1.5 Significance of the Research

There are some commitments that this study may provide. The findings of this study are relied upon to develop the theoretical, practical, and professional advantages:

- a. Theoretically, this study is relied upon to enrich the references and literature about the implementation of Process-Genre based approach in teaching writing in Indonesia, especially in teaching Discussion text. This study is also expected to make commitments to the comprehension of basic principles and teaching model of Process-Genre based approach for EFL classroom in Indonesia, particularly in the teaching practice.
- b. Practically, this study is expected to provide information to educators in teaching writing using the Process-Genre based approach. Additionally, this research is conducted to assist students to practice writing through Process-Genre approach so that their ability in writing can be enhanced.
- c. Professionally, the results of this study are expected to give valuable input to course designers and material developers, especially The

Indonesian Ministry of Education, Culture, Research, and Technology in developing specific materials that meet students' needs and goals as well as considering the suitable curriculum for the field of writing.

1.6 Clarification of Terms

The following terms are operationally defined to understand the contents of the current investigation.

a. Writing

Writing has been defined as an activity to express writers' ideas into words and present those ideas in a structural form (Brown, 2001). Moreover, Pinter (2006:74) argued that writing concerns with many aspects, namely text structures, genres, stages of writing, and the audience. Therefore, writing a complete text should be performed in order to present the whole information to the readers.

b. Process-Genre based approach

According to Badger and White (2000), this approach provides information about language and context where writing executes, particularly skills in using language (Process-based approach) and the purpose of writing (Genre-based approach).

c. Discussion Text

Discussion is an action when individuals talk and share their thoughts or opinions with one another (Walter, 2008). In the text form, Discussion text has been defined as a text that aims to present a problematic discourse which the text involves two sides, both supporting and contrasting arguments (Knapp & Watkins, 2005:194; Husein & Pulungan, 2017) to give balanced points so that the readers can have clear understanding in making a decision (Husein & Pulungan, 2017).

d. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) alludes to the social theory of language. It "regards language as a meaning-making resource through which people interact with each other in given situational and cultural contexts" (Emilia, 2014:63).

1.7 Organization of the Paper

This research is organized into five chapters. Each chapter is subdivided into several subchapters that will be further expounded in the investigated issues.

- a. CHAPTER I is the introduction of the study. This chapter highlights the background of the research showing the current burning issue regarding the topic of the research. This chapter also provides the research questions, research aims, significance of the research, clarification of terms, and organization of the paper.
- b. CHAPTER II is the literature review. This chapter highlights the theories or related research in similar fields. It provides theories which are needed to comprehend this current research. Since the research is concerned with Process-Genre based approach to teaching Discussion text by using Systemic Functional Linguistics, the theories presented in this chapter are focused on writing theories, Process-Genre based approach, Discussion text materials, and SFL theories.
- c. CHAPTER III is the research methodology. This chapter emphasizes the procedures and steps in conducting the research. This chapter mainly describes research design and method, research site and participants, data collection, and data analysis techniques.
- d. CHAPTER IV is the findings and discussions of the data collected. The findings and discussions of the data are obtained from preliminary observation and teaching phases of the Process-Genre based approach. In addition, students' writing products are discussed as well as the results from students' interview used in the study are put forward.
- e. CHAPTER V is the conclusion and suggestions from the findings and discussions. It elaborates the conclusion of the research and what suggestions given to future research.