CHAPTER I
INTRODUCTION

This chapter discusses main issues involving background of the study, research questions, purpose of the study, scope of the study; significance of the study and thesis organization.

1.1 Background of the study

This study is concerned with investigating the implementation of a Genre-based approach to the teaching of writing in two senior high schools in Natuna Islands, Kepulauan Riau Province.

A Genre-based approach to the teaching of English which focuses on the understanding and the production of selected genre has been identified as an effective approach to sharpen the students' awareness toward the function and the social context of various genres (Kim, 2005; Lin, 2006; Hyland, 2007; Cheng 2008). Owing to this insight, the attentions toward the Genre-based approach begin to grow. Many practitioners (for examples, Martin, 1985; Christie, 1991; Feez, 2002; Macken-Horarik, 2002) have developed pedagogical frameworks in which genres and register are related to the goals, values and staged processes of a culture (Johns, 2002, p.5). Subsequently, the approach, as Derewianka (2003, p.133) states, has been adopted in community teaching contexts in programs for native speakers of English as well as ESL and EFL learners.

Regarding the teaching of English in Indonesian context, the influence of the Genre-based approach becomes increasing as can be seen in the content of the 2004 competency based curriculum which has been revised into the 2006 School Based Curriculum (Emilia, 2005, 2008). In the 2006 School Based Curriculum, in fact, the teachers are not explicitly suggested to use a particular method. However, the goal of English language teaching which is to enable the

students to have linguistic competence and discourse competence in various types of texts linked with the social context, (BSNP, 2005.p.13) has expected the teachers to teach language explicitly where the students work with the language of the whole authentic texts (Butt et al, 2000, p.15, Gibbons, 2002). In this case, the teachers who play important role in the classroom (Brown, 2000, p.166; Harmer, 2007, p.111) should design the strategies which can help the students to recognize and analyze the salient language features of the texts (Butt et al, 2000, p.17). In designing the strategies, the teachers should consider that the strategy used should guarantee meaningful language learning will continue long after formal classes have ended (Butt et al, 2002). In this way, the use of the Genre-based approach, as indicated earlier, can be an alternative to achieve the purpose mentioned above.

With respect to this, there are four cycles suggested by the experts (for example, Derewianka, 1990, 2003; Macken-Horarik, 2002; Feez, 2002; Gibbons, 2002) to be considered in implementing the approach. The cycles are "Building Knowledge of the Field", "Modeling of the Text", "Joint Construction"; and "Independent Construction". In this respect, the more knowledgeable the teachers are the more effectively they can lead the students to understand the salient features of the genre discussed (Butt et al, 2000, p. 18; Christie, 2005, p.145).

However, it is often the cases that in implementing the approach, the teachers do not really apply it as suggested by the theory (Emilia, 2008). This, as Feez (2002) states, is resulted from the teacher's judgment about the theory of language which determines the approach used to sequence classroom activities. In relation to this, the researcher, who is one of the teachers of English in Natuna Islands, is inspired to investigate how the Genre-based approach is implemented to the teaching of English, especially to the teaching of writing in Natuna Islands, Kepulauan Riau Province.

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1.2 Research Questions

The study under discussion was conducted to answer the following questions:

1. How do teachers implement a Genre-based approach to the teaching of writing?
2. How does the implementation of the Genre-based approach affect students' writings?

1.3 Purpose of the Study

Consistent with the research questions above, this study was designed to achieve two purposes. First is to find out the implementation of a Genre-based approach to the teaching of writing at two state senior high schools in Natuna Islands, Kepulauan-Riau Province. Second is to scrutinize the effect of implementation of the approach to the students' writings.

1.4 Scope of the Study

A Genre-based approach is applicable not only to the teaching of writing, but also to teaching reading, listening and speaking. Due to the constraints of time, this study was primarily aimed at investigating the implementation of a Genre-based approach to the teaching of writing, especially teaching of writing the Spoof texts.

1.5 Significance of the Study

The results of the present study, as will be elaborated below, are devoted to inform both practitioners, namely teachers who have been front liners of the government policy at school, and the *Dinas Pendidikan* in Natuna Islands as the decision maker. The following is the significance of the study.

First, the results of the study can become a beneficial reference for the teachers, especially the teachers involved in this study to evaluate their previous teaching program before designing their subsequent teaching programs. Second, it is also hoped that the results of the study become a useful input for *Dinas pendidikan* in Natuna Islands, as the decision maker, to conduct in-service teacher training on the Genre-based approach to improve the teacher's understanding of the approach. Finally, it is also hoped that the results of the study can enrich the literature on the implementation of Genre-based approach in EFL context.

1.6 The Organization of Thesis

This thesis is organized into five chapters. Chapter One is general introduction which relates to the background of the study, research questions, purpose of the study, scope of the study and significance of the study. Then, the subsequent chapters are organized as follows:

1. Chapter Two presents the relevant theories that have given shape to this study. The theories are to do with concept of genre, Genre-based Approach to teaching writing, followed by its basic principles and curriculum cycle. At last, Chapter Two is accomplished by the discussion of functional grammar which constitutes a tool for students' writings analysis.

2. Chapter Three presents a detailed depiction of the research methodology and design of the study. The research methodology compromises the participants, setting, data collection procedure, and data analysis.

3. Chapter Four displays the findings and the discussion of the study. The findings and the discussion are presented and discussed based on the data collection procedures to seek the answers for the research questions formulated in Chapter One section 1.2.

4. Finally, the thesis is accomplished by unfolding Chapter Five which is devoted to draw the conclusions of the study, in spite of several limitations, as well as the recommendations for the practitioners.