

# **CHAPTER 1**

## **INTRODUCTION**

In this chapter, the introduction to the study will be shown. The nature of the study will be explained in this chapter. To begin with, the background of the study on which the research questions and statements of problems are based be explained. The purposes of this research will also be explained in the aims of study. In the next section, the significance of the study will be elaborated. In the end of this chapter, the organizations of the paper will be shown as general guidelines of the research papers.

### **1.1. BACKGROUND OF THE STUDY**

Many methodologies for language teaching to English as Second Language or English for Foreign Language, including the grammar translation method, the series method, the direct method, the audiolingual method, and many others, have been developed (Brown, 1994). However, different approaches also offer different points of view where language teaching should take place. Richards (2002, p.19) mentions that “different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparations of teachers.” It probably can be interpreted as having different points of view

regarding language teaching may lead to various possible teaching learning processes that can be happening in the classroom.

What Richards (2002) says also applies to the teaching of writing. Writing has been seen as a difficult task to master, especially with limited time available to learn (Kim and Kim, 2005, p.68). Being EFL learners, students in EFL countries have difficulty in learning another language to be used in the real communication other than their lingua franca (ibid.). Kim and Kim further argue that students apparently have difficulties in developing their functional language skills, such as to use suitable natural language use in different social and specific contexts, and also to use language creatively.

Kim and Kim (2005) find out that the condition of writing classroom is being worsened as most teachers only offer the proper grammar and language structures for communication. In general, writing is seen as a “tidy linear process” (Carter, 2009, p.94) which requires longer time to write properly. However, many teachers, to some extent, neglect this condition since it is too time-consuming to be done properly (Damayanti, 2007). The ‘crowded’ national curriculum of English teaching does not allow students to freely write due to the limited time allotment provided in the classroom. Wood (1984) suggests that, in order to promote writing, teacher needs to integrate the practice of writing in well-planned classroom sessions. Hence, in regards to assist teacher in teaching writing, teachers should be able to consider the appropriate pedagogical approach to teach writing in regards to the time available in the classroom.

In Indonesian schools, where the exposure of English is usually limited to four hours each week, writing is considered as a complex issue in learning English (Damayanti, 2007). To make the condition worse, a survey conducted by Alwasilah (2001) shows that teaching writing has been done inappropriately. Linguistic aspects of writing are overemphasized in the teaching learning process. Meanwhile, the practice of writing is not yet seen as an important activity in developing students' writing ability. One of the causes to this condition where the process writing is undervalued is the use of inappropriate approach in teaching writing (Alwasilah, 2001).

Halliday (1994, as cited in Kim and Kim, 2005, p.73) argues that English teaching approaches to writing that are currently being used, such as the process approach, the genre approach, and the product approach, are oriented towards English language education that is based on Britain's, Australia's, and North America's curricula. Halliday further argues that these approaches cannot be successfully used to teaching writing in EFL contexts without considerations of different goals of teaching writing to EFL learners because these approaches were originally not developed specifically for the rest of the EFL countries, including Indonesia.

Recently, genre has been started to be taught in junior high school and senior high school. Swales (1990, p.58) defines 'genres' as specific structures that have its own characteristics which reflect certain communicative purposes in particular situations. In line with the introduction of genre to

language teaching, genre-based approach is also introduced to language teaching in schools.

Genre-based approach was developed in Australia and has been used in many ESL and EFL countries as the basis on developing syllabi and curricula (Emilia, 2005). This approach recognizes that writing is the writer's intentions to express the ideas through particular language features in order to express particular purposes (Badger and White, 2000, p.155). In addition, the teaching process using genre-based approach requires students' participation (Suherdi, 2010, p.146). Meanwhile, participation of Asian students in the classroom rarely occurs (Ree, 1980, as cited in Suherdi, 2010, p.175).

Kim and Kim (2005) and Gao (2007) find out that genre-based approach is not entirely suitable in teaching writing in Korean and Chinese universities respectively. Both China and South Korean are EFL countries, which are similar to Indonesia. Therefore, Kim and Kim (2005) suggest the teachers to recognize what students need from learning writing and what goals and objectives they have when learning writing.

In addition to filling the gap of genre-based approach, another pedagogical writing approach, which is process-based approach, is utilized to be combined to make process-genre approach (Badger & White, 2000, p.158). Badger & White (2000) recommend to integrate genre-based approach and process-based approach as process-genre approach in order to equip students' with decent knowledge of formal features of genre (Tang,

2006) and the nature of writing itself (Badger & White, 2000; Nordin & Norhisham, 2006; Ho, 2006).

Process-genre approach was introduced by Badger and White (2000). Since then, many studies have been carried out to research its implementation in writing classes. Kim and Kim's (2005) study offers the foundation of how process-genre approach is carried out in Korean classroom. Kaur and Chun (2005) are successful in implementing process-genre approach in teaching Business English in Malaysia. A study conducted by Nordin & Norhisham (2006) also proves its usefulness in improving students' writing in tertiary level. Foo's (2007) study reveals that Malaysian students are able to develop their writing more effectively. In Indonesia, the research of implementation of process-genre approach has been done several times. A study conducted by Lismia (2006) finds out that the use of process-genre approach in teaching writing at senior high school is successful in improving students' writing ability. Meanwhile, Nihayah (2009) indicates the use of process-genre approach in improving junior high-school students' writing is successful. Wijayanti's (2010) study also provides positive correlation between process-genre approach and the improvement of students' writing ability.

Although the approach used in the research basically deals with genre texts which are the main foci for junior and senior high school nowadays, the use of genre in teaching writing at vocational school, which utilizes English for Specific Purposes (ESP), is recommended (Swales, 1990; Bawarshi & Reiff, 2010). Hutchinson and Waters (1987) also suggest that the approach

used in teaching General English classrooms is applicable in teaching ESP classrooms.

Being concerned to writing classroom and considering the aforementioned reasons, the researcher is interested in conducting a study to find out whether or not the process-genre approach to teaching writing at Indonesian vocational school is effective. This study is also intended to find out students' responses toward the use of this approach to teaching writing.

## **1.2. STATEMENTS OF THE PROBLEM**

In the study, researcher is interested in finding out about whether or not the process-genre approach efficiently improves vocational students' writing skills and finding out students' responses toward the use of this approach to teaching writing.

This study is an effort of researcher to find out alternative approaches in teaching writing at vocational school. In order to guide the researcher, this study is also expected to answer the following questions:

1. Is process-genre approach effective in teaching writing at vocational school?
2. What are students' responses toward the use of process-genre approach in teaching writing at vocational school?

### **1.3. AIMS OF THE STUDY**

In relation to the statements of problem stated above, this study is mainly carried out in order to:

1. find out whether or not process-genre approach can be effectively used in teaching writing at Indonesian vocational school.
2. find out students' responses toward the use of process-genre approach in teaching writing at vocational school.

### **1.4. THE SIGNIFICANCE OF THE STUDY**

The studies of process-genre approach are mostly carried out in junior high school (Nihayah, 2009), senior high school (Lismia, 2006; Wijayanti, 2010), and university (Kim & Kim, 2005; Nordin & Norhisham, 2006; Foo, 2007). Other than Kaur and Chun's (2005) study about the implementation of process-genre approach to teaching English business writing, the researcher has not yet found other relevant studies to the application of process-genre approach in vocational schools, especially in Indonesian context. By considering the condition, this study is expected to:

1. provide the preliminary research of the use of process-genre approach in Indonesian vocational schools.
2. support teacher in providing alternative approaches to teaching English, especially writing.
3. help students understand English writing better.

4. invite relevant institutions to concern with the teaching of writing in Indonesian vocational schools.

## **1.5. ORGANIZATION OF THE PAPER**

This paper consists of five chapters. Each chapter is subdivided into subtopics that will further elaborate the investigated issues.

Chapter 1 is the introduction of the paper. This chapter has elaborated the nature of the study; i.e. the background of the study, the research questions, aims of the study, the significance of the study, and the organizations of the paper.

Chapter 2 is the theoretical foundation covering the theories of writing, genre-based approach, process-based approach, and process-genre approach as well as the condition of the teaching English writing in the vocational school. The theories presented in this chapter will serve as the basis of the study.

Chapter 3 is the research methodology. In this chapter, formulation of the problem, research design, teaching procedure, population, sample, data collection procedure, experiment, and data analysis will further be discussed.

Chapter 4 is about the findings and the discussion. The findings and the discussion of data obtained from pretest and posttest, text analysis, and questionnaire will be elaborated.

Chapter 5 is the conclusion and suggestions.

Reference ends the paper.