

CHAPTER I

INTRODUCTION

A. Background of the Study

Globalization has considerably impacted on the use of English throughout the world (Crystal, 2003). Consequently, for an individual to actively participate in the global market, it has become necessary for him/her to develop English writing skills in addition to speaking skills.

Writing is an essential skill to be mastered by students. Through writing, each person will be able to convey feelings, ideas, and thoughts to others. Sharples (1999:8) states that writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. It encourages the students to interrogate one's interpretations of others' utterances as well as of one's own personal experiences and beliefs in order to add to the ongoing dialogue in some way that enriches the community's understanding of the relevant area of experience.

However, it is also a commonly recognized fact that achieving the proficiency in English writing is not an easy task. Writing skill is deemed to be difficult for EFL students in the language learning (Richards, 1990). In fact, most Indonesian students face some difficulties in writing, including developing ideas, difficulty in grammar, and unenthusiastic students' attitude (Permana & Zuhri, 2013). The difficulties include those in (1) generating and organizing ideas using

an appropriate choice of vocabulary, sentence and paragraph organization and (2) putting such ideas into an intelligible text (Richard and Renandya, 2002). In the pre-observation, the writer found that most students faced some difficulties not only to choose appropriate words to exactly represent their ideas into the eligible texts, but also to distinguish the specific features and characteristics among one genre to another genre of text.

Those difficulties may arise because of the inappropriate learning methods applied by teachers in teaching writing. The writer found that most English teachers tend to adopt or adapt the traditional approach or the process approach in their teaching of writing. The traditional writing lessons involves these following activities : teacher's giving students a topic, telling them what is expected in their composition, marking their finished product and asking students' to make necessary changes based on the teacher's comments afterward. The process approach includes making drafts, expanding brief notes while organizing the texts and checking for punctuation, grammar and spelling inaccuracies.

Teaching writing in those ways only benefit the students to an extent that it can assist them in producing the error-free texts following the models of correct language. However, it does not contribute to help students realize and master such features as purposes, audiences, context and linguistic conventions of text which are the important features of any text-types.

At this present time, the implementation of *Kurikulum 2013* highlights the importance to balance students' skills varied to cognitive, affective, and psychomotor so the students' understanding on the theory and the application of

subjects in the daily life can be achieved. In other words, the students must be made able to implement the theory they gained in the schools for their own benefits in daily life.

Genre-Based Approach focuses on the notion of the communicative situation which centres around a particular spoken genre or genres. It emphasizes on social context, purpose, interlocutors' expectations, social and cultural norms rather than rhetorical structure, grammar, etc (Thornbury, 2007: 121). This approach involves several stages namely : (1) building the context, (2) modelling and deconstructing the text, (3) joint construction of the text, (4) independent construction of the text, and (5) linking related text (Callaghan and Rothery, 1988)

In the genre approach, the knowledge of language is intimately attached to a social purpose, and more focus is on the view point of the reader than on that of the writer. Writing is mostly viewed as the students' reproduction of text based on the genre offered by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they also can activate their memories of prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre (Badger & White, 2000 : 155-156).

The beneficial aspects of the genre approach have been asserted by a significant number of genre theorists. For examples, the genre approach enables students to make sense of the world around them and to become aware of writing

as a tool that can be used and manipulated (Kay & Dudley-Evans, 1998). Then, the Genre-Based Approach focuses on increasing students' awareness of different ways of organising information in writing, by discussing distinctive features of different purposeful texts. As a result of this process, students systemically acquire a meta-linguistic awareness of the English language, which empowers them to manipulate information and accomplish different purposes through writing (Paltridge, 2001). Furthermore, it is also claimed that the genre approach provides students with the confidence to handle 'real world' writing as it improves students' attitudes and desire toward language learning (Swami, 2008).

The application of Genre-Based Approach has resulted on the students' ability in gaining the control over the key features of the required recount genre in terms of social purposes, language features and schematic structure (Tuan, 2011). Furthermore, the Genre-Based Approach is balanced in the curriculum, students will better improve their writing skills through experiencing a whole writing process as well as realizing the social functions of genres and the contexts in which these genres are used as it can contribute to amplify students' writing potentials (Sabouri, Zohrabi and Vafa, 2014). Not only that it benefits the students in terms of ability to distinguish one genre to others, Genre Based Approach also helps students to increase their confidence level in writing as well as encourages them a positive attitude towards writing (Ahn, 2011).

As the related studies revealed, it was found that Genre-Based Approach gives a positive output towards the students' achievement in writing. Therefore,

the writer would try to investigate the effect of applying this approach on the students' achievement in report text writing.

B. Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows:

“Is the student's achievement in writing report text significantly improved when they are taught through Genre-Based Approach?”

C. Objective of the Study

In relation to the problem, this study aims at finding out whether the students' achievement in writing report text taught by using Genre-Based Approach is significantly improved rather than those taught by using Process-Based Approach.

D. Scope of the Study

Considering the syllabus and discussion with English teacher, this study specifically focuses on improving the eleventh grade Senior High School students' achievement in writing report text through Genre Based Approach.

E. Significance of the Study

Theoretically, the findings of this research will add up more horizon in theories of language learning specifically about Genre-Based Approach as an effective approach in teaching writing. Practically, they can be references for any university students who intend to conduct the next research related to Genre-Based Approach. In addition, the findings can be a guide for teacher of English in teaching writing skills.