CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is the most difficult skill among the four skills (of listening, speaking, reading and writing) for Indonesian students to achieve or master. Therefore, the most effective way or method is urgently needed to solve the problem or difficulty. Consequently, a study needs to be conducted to improve the students' achievement in writing. The present study is aimed at applying a method to improve the students' acievement in writing analytical exposition text. Specifically, the method selected is one which is based on genre or text-based approach.

In the context of Indonesia, English is learnt as a foreign language by learners in schools and universities with an expectation that they are competent to use the language orally and in written mode. At the present global context, where information of knowledge, science, technology and arts become prioritizing factors for determining wider economic and social success, writing skill or writing competence in English is a prime and decicive one for storing, restoring, contextualizing and recontextualizing the information.   In other words, competence in writing is a main requirement for successes in academic, economic, and social spheres. Operationally when someone is competent in writing in English one will be in a position to 'market' one's potentials or one's national potentials globally through various means of communication. For this

purpose numerous efforts have been obviously done by teachers and educators to enable Indonesian learners to attain and obtain writing skills. Various methods, techniques and tactics have been applied by teachers and reseachers in the classroom practices to achieve the competenceand to improve the students' writing achievement .However, the efforts have unfortunately resulted in a discrepancy where the students attain poor writing achievement. In worse cases, the students can even achieve no ability in writing. The fact shows that, based on the preliminary observation at the SMAN I Tanjungmorawa, very few students of the SMA could write grammatically correct sentences and generically appropriate expository texts as required by the SMA curriculum.This fact can be seen on their score in writing that is taken from the teacher's note. It shows that only 35% of students in grade XI that passed the minimum completeness criteria (KKM = 75). In other words, the majority of the students can hardly write a text in English correctly.

Various methods and techniques have been applied by researchers and teachers to improve the students' achievements in writing genres at the SMA levels, such as Rahmah (2012), Eti (2012), Sinaga (2012), Sembiring (2013) and Simaremare (2013). All the studies indicate that the students' achievements increase in scores ranges from 56 to 77. These improvements and score increases are significant. However, the studies' findings are not convincing and not satisfactory since no genre-based or text-based methods and techniques have been applied. The methods and techniques used such as cue cards, use of pictures, realia, students groupings and *think-talk-write strategy* are not related to genres or

texts. How could satisfactory improvement in writing genres be attained by using methods or techniques which are not related to or based on genre or text? Considering all the previous and relevant studies' findings, it is assumed that only the application of the text-based or genre-based method to learning genres will significantly and satisfactorily improve the students' achievement in writing analytical expository text. Further, it is assumed that the students' score increase will be greater than 77 if the students learn writing exposition by the application of the text-based method.

B. The Problem of the Study

The problem of this study is formulated in a research question as the following: Is the students' writing achievement taught by using the Genre-Based Method higher than that taught by using conventional lecture method?

C. The Objective of the Study

In line with the problem of the study the objective of the study is to answer the research question. Specifically, the objective is to investigate whether the application of the text-based or genre-based method in learning writing significantly improve the students' achievement in writing the text of analytical exposition.

D. The Scope of the Study

This study is concerned with learning genre by the XI IPS grade students of the SMAN I Tanjungmorawa. Specifically, the study is concerned with the learning of analytical exposition text or analytical exposition genre. The term learning in this study as commonly held in the genre-based approach language learning involves intervention of the teacher. In other words, the learning of genre involves the role of the teacher in scaffolding the teaching-learning activities in the classroom. Thus, the term learning used in this study involves teaching by the teacher proportionally. It has been the practice in the genre-based learning that the teacher's scaffolding activity is unavoidable.

The term text-based method is interchangably used with the genre-based method in this study. The text-based method or genre-based method itself as suggested by Feez (1998: 28) and elaborated in Chapter II insists on appying a cycle of teaching and learning activities consisting of five stages of (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 texts.

E. The Significance of the Study

It is expected that findings of the study offer theoretical and practical contributions. Theoretically, the findings are expected to

(1) enrich horizons in theories of language learning, particularly those related to text-based or genre-based language learning and

(2) become references for further studies, particularly researches on learning genres in the context of Indonesia.

Practically, the findings of the study are expected to be relevant, useful and applicable in some respects as eleborated in the following:

(1) English teachers can apply findings of the study to improve their students' achievement in writing texts or genres.

(2) Students of English can attentively focus on the stages of the teaching-learning activies based on text-based by which effective and efficient learning results can be attained.

(3) Text-book writers can apply the findings of the study in preparing materials for language learners.

(4) Curriculum designers can use text-based or genre-based approach to design or develop curricula for English language learning.