CHAPTER I

INTRODUCTION

A. Background of the Study

Most people who desire to learn a new language do it for a variety of reasons but most importantly it is done in order to communicate in that language. To communicate it is important to study a balance of the four basic language skills. Listening, speaking, reading, and writing are the main skills people need to communicate in any language. Being very good at only one of these skills will not help them to communicate. So it is with ones who want to learn English.

When people talk about listening what they really mean is listening and understanding what they hear. In their first language, they have all the skills and background knowledge they need to understand what they hear, so they probably aren't even aware of how complex a process is. Speaking involves more than just pronouncing words. Interactive speaking situations include face-to-face conversations and telephone calls, in which people are alternately listening and speaking, and in which they have a chance to ask for clarification, repetition, or slower speech from their conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. Reading can develop independently

from listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can also help build vocabulary that helps listening comprehension and writing skill at the later stages.

The objective of teaching English, in Indonesia, as people can learn from the 2006 curriculum or what is called KTSP – Kurikulum Tingkat Satuan Pendidikan, is to develop the students' skills in communication. The students should be able to communicate in spoken and in written English acceptably and accurately in the interactional and short monologue especially on recount, spoof, narrative, news item, descriptive, report, procedure, explanation, exposition, discussion, and review texts. These texts are known as genre or text type which is really something new for the students and teachers.

The texts which are prepared to the learners are well-designed texts so that they are acceptably and meet to the learners' needs. The text is effective for the learning if they are carefully designed. Richard (2001: 262) states that it is important to understand the nature of materials development and the process that are typically involved if quality materials are to be created.

Mark and Kathy (2003: 1-3) states that there are two kinds of text types. They state that there are two main categories of texts - literary and factual. Within these are various text types. Each text type has common ways of using language. Further, they explain that literary text deals with narrative, poetry, and drama. While factual text includes advertisement, announcement, internet website, current affair shows debates, recipes, report, and instruction. They present information or ideas and aims to show,

tell, or persuade the audience. The main text types in their respective categories are recount, response, explanation, discussion, information report, exposition, and procedure.

To make the student have communicative competence there should be effort done by the learner and the teacher. The student has to obtain not only knowledge of English language but also the ability to use it. The ability in communication will be achieved if the learners have the knowledge of communication strategies.

The communicative competence according to Brown (2001: 166) is all the elements of communicative competence (grammatical, discourse, sociolinguistic, and strategic) that are involved in human interaction. All aspects must work together for successful communication to take place.

In her model, Celce-Murcia et al, (1995), explains that there are sociocultural competence, linguistic competence, and actional competence that are involved in it. The components of discourse competence are cohesion, deixis, coherence, genre/generic structure and conversational structure. The sociolinguistic competence deals with syntax, morphology, lexicon, phonology, and orthography. The actional competence consists of knowledge of language functions. They include interpersonal exchange, information, opinion, feelings, suasion, problems, and future scenarios. The socio cultural competence talks about socio-contextual factors, stylistics appropriateness' factors, cultural factors and non verbal communicative factors.

Those stated above, the sociolinguistic competence, the actional competence, and the socio cultural competence will work in harmonyze in the strategic

competence. The components of the strategic competence are avoidance or reductions strategies, achievement or compensatory strategies, stalling on time gaining strategies, and interactional strategies. For this, Brown (2001: 166) stated about strategies investment; interaction requires the use of strategic language competence both to make certain decision on how to say or write or interpret language and to make repair when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

It is stated in the institution level curriculum for senior high school that the teaching of discussion should be given to grade XII students. The teaching of English is based on bicycles, spoken and written language. For the written language cycle, the basic competency of the teaching discussion expressing meaning on the form of short functional text (for instance, banner, poster, or pamphlet, etc), formal and informal - by using the written language accurately, fluently, and acceptably in the daily life.

In the learning process, the activities of teaching writing, the students are prepared to make the draft of the text (for instance, banner, poster, or pamphlet, etc) by doing chain writing, by doing the correction (revising) between the students to meet the improvement of the draft, by doing the editing based on the friends' correction in order to become good writer.

The indicators of teaching writing based on the institution level curriculum are to use grammar, vocabulary, punctuation, spelling accurately, to write the main idea, to make drafts, to revise and edit drafts, and to compose the banner, poster, or pamphlet.

Writing may one of the most difficult tasks for English language learners because of the variety of coordinated efforts that are needed to produce writing. Way (2006: 111) which was quoted by Teresa and Fougler, Margarita, Jimenez-Silva (2007) stated that complex tasks sometimes cause frustration as students must pay attention to topic organization, grammatical correctness, vocabulary and word choice, genre principle, and sentence variety, all at the same time.

Peter Elbow (1973: 14-16) in Brown (2001: 336) expressed that this concept eloquently in this essay of the decades ago (he was person well before his time) the common sense conventional understanding of writing is as follows writing is a two-step process. First, you figure out your meaning, and then you put it into language. Brown (2001: 337) sated that writing must be seen in the perspective of a balance between process and product. The product is after all, the ultimate goal. It is the reason that learners go through the process of pre-writing, drafting, revising, and editing without that final product firmly in view we could quite simply drown ourselves in a sea of revision. Process is not the end: it is the means to the end. From this statement the writer could underline that in writing a composition, the learners must pay attention the process, pre-writing, drafting, revising, and editing in order to get a good composition.

From the discussion stated above, it could be extracted that writing is a productive skill in the written mode. It is more complicated than it seems at first and often seems to be the hardest of the skills in language acquisition, even for native speakers, because it involves not just a graphic representation of speech, but the

development and presentation of thought in a structured way. In this case, Brown (2001: 336) stated "As your first draft goes through perhaps several steps of revision, your thesis and developing ideas more and more resemble something that you would consider a final product." To master the writing skill, the learners have to follow the strategy of writing. Although the learners get good marks on grammar or vocabulary, they can not be said to be good writer before they can produce a good composition. The focus is not only for mastering the aspect of language but also the content organization of the text, and those must follow the process correctly in order to get a good product or composition.

The fact that is found in the class, the students got many problems when they have to write a composition. The problems that are faced by the students so that they can not write good composition are, first, most of the students do not know the process of writing; second, they faced problems on handling content, organizing, and the most crucial one is about the discourse especially for grammar aspect; third, they directly translate their language when they write their composition, e.g. Indonesian or Javanese into English without making draft first.

They write their composition without planning. Even they felt frustrated as they do not know how to start. In fact, the rule of the teacher is very important because the teacher in this case is a responder to the student in writing their composition. Brown (2001: 340) stated, "This facilitative role of the writing teacher has inspired research on the role of the writing teacher as responder to student's writing. The

failure of the students in writing composition becomes a big question to the writer because they have been learning English for about five years.

The writer tries to find the learner's problem in carrying out a kind of written test. It is a writing assessment. The aim of holding a written test are to know the students' skill in writing text. The writer tests the students' ability in writing discussion text. The aspects that are scored are content, organization, discourse, vocabulary, and mechanic of their composition.

Based on the writing assessment held by the writer for the pretest, it is reported that the students show some weakness even errors in delivering the content, organization, grammar, vocabulary, and mechanic in their writing work. They, in general, are lack of knowledge about the grammar for the first, and then followed by the organization of the text, they used incorrect sentence patterns, and finally the content of the text.

The data showed that 69 % of the students did not reach the minimum standard proficiency. The minimum standard proficiency of English in which the writer teaches is 70. From the results of writing assessment, it is stated that they lack writing skill. The problems in their writing work are content, organization, grammar, vocabulary, and the mechanic. The most crucial problem faced by the students is the grammar. The average mark for this is 62 and it is the lowest of all. The students especially fail to master the grammar. And the second one is the content, third is the organization, the fourth one is vocabulary, and the last is mechanics. The students often do not know how to make correct sentences. They do not understand many sentence patterns. In

writing they often have to stop writing as they lack knowledge dealing with the grammar, content, organization, vocabulary, and mechanic. Students sometimes cannot arrange their minds as they do not know how to organize their information they have correctly. It means really that the twelfth graders of SMA Muhammadiyah 1 Klaten in the academic year of 2008/2009 got problems in their writing work although they have already learned English for about six years.

The subject used by the writer is the twelfth grade of XII IPA 3 SMA Muhammadiyah 1 Klaten. They are totally 46 35 students, consisting of 27 16 of female students and 19 male students. They have high learning motivation and tight cooperation between one to another. Their achievement in English subject is good enough in their final exam in junior high school but they get problem in communicating their own English whether orally or written one. Besides, the writer also teaches in XII IPA 3. Therefore, the writer would like to conduct a research in teaching English particularly in writing skill adopting genre based approach in the class.

The writer tries to give the students questionnaires, in order to get the other data. And the result of the questionnaire from the students is found that the students still do not know about the knowledge of writing. The problems arouse when they wrote are discourse competence, organization of the text, content, syntax, and finally vocabulary. In brief, it can be stated that they do not know about the steps of correct writing process. It can be seen from the questionnaires that it is hard for the students to develop the main topic into paragraph. It is hard for them to complete the main idea

with the supporting idea coherently. Dealing with this, the writer interviewed one of the students' XII IPA 3, his name is Andi Zain. The question is in the Indonesian language *"Mengapa paragrap yang kamu tulis cuma sesingkat itu?"* (why is the paragraph you write down so simple?). He answered in Indonesian *"itu lo pak, untuk membuat kalimat pendukung saya tidak bisa, bagaimana menyusun kata-kata nya saya bingung"* (I can not make the supporting sentences, I do not know how to arrange the words correctly). From the questionnaires given to the students' parents, it can be seen that their parents do not send their children to English courses. It means that the students only find English when they are at school. So they have only very little chances to develop their writing skill.

As the learners lack chances to develop their English writing skill, they sometimes feel afraid to make mistakes or even they feel frustrated when they get assignment or face some difficulties in writing their composition from the teacher.

The interview is also given to the teachers who taught them when they were in the eleventh grade. The writer asked, "Have you applied genre-based approach when you taught them in the eleventh grade?" He answered, "No, I just give them a reading text, narrative for example, then I ask them some questions to know whether they have comprehended the text or not. After that I ask the students to write the narrative text as the text type model I gave to them." From here, it shows that the teacher did not teach the students by adopting genre-based approach. This condition causes the students have no ideas to develop their own composition.

Based on the fact above, the writer plans a classroom action research to improve the student's writing skill through genre-based approach. He gets the impression that teachers often see genre as a research tool rather than a teaching one, but this is a misconception. Ken Hayland (paper: Genre and academic writing in the disciplines) stated that genre is actually a robust pedagogical approach perfectly suited to the teaching of academic writing in many contexts as it serves a key instructional purpose: that of illuminating the constraints of social contexts on language use. A genre-based approach, in other words, brings research and teaching much closer and turns them all into students of texts. This process, the writer thinks, can make teachers teach better.

Besides, Ken Hyland, further stated that today, genre is one of the most important and influential concepts in literacy education. Basically, it is concerned with making explicit what experts produce when they write. An understanding of the concept enables us to look beyond content, composing processes and grammatical forms to see texts as socially situated attempts to communicate with readers. In other words, it helps teachers to identify the kinds of texts that students will have to write in their target contexts and to organize their courses to meet these needs, ensuring that curriculum materials and activities are devised directly to support learners writing in their disciplines. Further, he explained that the main potential advantages of genre-based writing instruction can be summarized like this (Hyland 2004b). Genre teaching can be: 1) explicit, it means that it makes clear what is to be learnt to facilitate the acquisition of writing skills. 2) systematic, it means provides a coherent framework for

focusing on both language and contexts. 3) supportive, it means gives teachers a central role in scaffolding students' learning and creativity. 4) empowering, it means provides access to the patterns and possibilities of variation in valued texts. 5) critical, it means gives students the resources to understand and challenge valued discourses. 6) consciousness, it will increases teachers' awareness of texts confidently to advise students on raising writing. Therefore, adopting genre-based approach in writing work improves the quality of the students' writing skill.

The problem in learning writing in the class is very complicated. The objectives of teaching writing English have not been achieved if the students face many problems in producing their composition. If this problem is not solved quickly, the objective of teaching writing English fails. The writer tries to overcome by offering genre-based approach as solution. By finding the solution, the quality of teaching writing English skills is reached and the students' skill in writing improve hopefully. By carrying out the classroom action research the writer tries to bring the students into the activities of learning process in which they can develop their capability naturally.

By adopting genre-based approach hopefully there are some improvements in the teaching- learning process. Firstly, the students enjoy their learning process. Secondly, the students' English writing competence is improved. Thirdly, the students are encouraged in producing their own compositions. Finally, the target of teaching learning English of 80 % is expected to be achieved.

B. Problem Statement

Based on the background of the study, the writer wants to know whether the adopting of genre-based approach can improve the students' English writing skill. The problems can be formulated as follows:

1. How the adoption of genre-based approach could improve students' English writing skill of the twelfth graders of science program of SMA Muhammadiyah 1 Klaten in the academic year of 2009/2010?

2. What happens when genre based approach is implemented in the classroom practice?

C. Objective of the Research

By carrying out the research, the writer wants to achieve some objectives:

1. General objective.

The writer wants to describe genre-based approach applied in the teaching and learning process.

2. Specific Objective.

a. To explain that genre-based approach can improve students' English writing skill of the twelfth graders of the science program of SMA Muhammadiyah 1 Klaten in the academic year of 2009/2010.

b. To find out what happens when genre based approach is implemented in the classroom practice.

D. Benefits of the Research

1. Theoretical benefit

The benefit of this study is as a reference or comparison for the future research. Genre based approach refers to teaching and learning model which places genres or types of text as a reference to developing four language skill activities such as listening, speaking, reading and writing as well as understanding language components such as grammar, vocabulary, pronunciation and spelling. It is new research.

2. Practical benefit

a. For students

It can train students to be capable of writing text using certain genres, motivate them to write texts frequently, increase their vocabulary automatically. Finally it can improve students' English writing skill as it makes clear what is to be learnt to facilitate the acquisition of writing skills.

b. For teachers

It can stimulate the teacher to find a new approach which is appropriate for teaching writing, encourage the teachers to develop their creativity to improve teaching learning process, improve the teachers' capability to conduct teaching learning activity appropriately

c. For school

It can increase students' achievement and also develop learning strategies which stimulate students' creativity.