

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, purposes of the study, and statements of the problem. In addition, this section elaborates the scope of the study, significance of the study, and the organization of the paper.

1.1 Background of the Study

People exchange information often in the form of written language that has different contexts and they can easily find them everywhere. Flowerdew (1993, p. 307, cited in Badger & White, 2000, p. 155) states that people have a wide range of writing – “such as sales letters, research articles, and reports – linked with different situations.” Then, it can be said that writing skill has been an integral part for people’s lives and been a great focus by experts to explore possible approaches to teaching writing at schools, especially for EFL learners, to help them learn writing appropriately, depending upon their needs and goals.

Teaching writing for EFL learners is challenging since, as what Kim and Kim (2005, p. 68) argue, EFL learners mostly face “time constraints in learning writing.” A survey conducted in 1999 by Alwasilah then further revealed that the overemphases of writing practices in EFL classrooms in Indonesia were only on “spelling, word formation, vocabulary, grammar, and theories about writing” (2001, p. 25) which disregarded the context, students’ needs, and goals. It was also informed that writing session in class consisted of very few acts of writing, saying that “practice of writing does take place in the class, yet it contributes almost nothing to the build-up of writing skills” (Alwasilah, 2001, p. 25).

To promote a better writing activity in the classroom, teachers are required to choose approaches that can accommodate the time, students’ needs and goals, and the practice. There are approaches to teaching writing with distinct goal and

step for each, namely process-based approach and genre-based approach (Halliday, 1994, cited in Kim & Kim, 2005, p. 73). However, some experts argue that each approach still has limitations. Hyland (2003, p. 24) says that process approach tends to “assume all writing uses same process.” While genre-based approach, Hyland states that the approach “can lead to over attention to written products” (2003, p. 24) and “learners may be too dependent on teacher” (Nordin & Mohammad, 2006, p. 79).

Then process-genre based approach to teaching writing was developed (Badger & White, 2000; Yan, 2005; Lee, et al. 2009) which is a synthesis from the teaching principles of genre-based and process-based approaches. This approach is aimed at giving chance for “students to provide themselves with sufficient knowledge of certain features of genres (social contexts) and the nature of writing itself” (Nordin & Mohammad, 2006) and also giving students relevant inputs to a “specific context, purpose, and audience” (Lee et al, 2009, p. 5) in addition to the recursive act of writing, especially for EFL learners. Departing from that, many studies have been administered to see the implementation of process-genre based approach in writing EFL classes that proved the development and enhancement of students’ writing practice, ability, and products (Kim & Kim, 2005; Nordin & Mohammad, 2006; Foo, 2007).

In Indonesia, however, only few studies related to writing through process-genre based approach while the English curriculum in Indonesia still requires students to write different text types and one of them is Report text as the focus of the research. Thus, this study, expected to fill the gap of the research in process-genre based approach, aims to find out the extent contribution of process-genre based approach to senior high school students’ writing ability of Report text and to find out students’ responses to process-genre based approach to their writing ability through a case study.

1.2 Purposes of the Study

From the background of the study aforementioned, the study is aimed at:

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A process-genre based approach to teaching writing report text to senior high school students (a case study)

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1. finding out whether process-genre based approach contributes to students' ability in writing Report text, and
2. finding out students' responses towards process-genre based approach to their writing ability.

1.3 Statements of the Problem

The study, then, addresses the following questions:

1. Does process-genre based approach contribute to students' ability in writing Report text?
2. What are students' responses towards process-genre based approach to their writing ability?

1.4 Scope of the Study

This study focuses on whether process-genre based approach contributes to senior high school students' writing ability of Report text in terms of the schematic structure and linguistic features and the learning process through process-genre based approach. In addition, it focuses on students in one class of state senior high school in Bandung grade XI in the first semester studying Report text and the topic is about animal phenomena, which is in line with the English curriculum for senior high school students.

Then, six writing products from three students were selected to be analyzed. The analysis is based on the schematic structure and linguistic features of Report text. Finally, students' responses towards the approach were identified through interview focusing on the learning process using process-genre based approach in general, students' writing ability development, the use of learning material or sources during the learning process and the teaching steps in process-genre based approach that helped students practice their writing.

1.5 Significance of the Study

This study is significant from three perspectives. Theoretically, this study is expected to enrich research about the implementation of process-genre based approach to teaching writing in Indonesia. The study is also expected to make contribution to the understanding of basic principles and teaching model of process-genre based approach for EFL classrooms in Indonesia, to the teaching practice of writing in particular. It is also hoped that future research can make contribution to the possibility of using process-genre based approach to teaching other language skills that suit students' needs and goals and to find an alternative approach of EFL teaching in Indonesia as well.

Practically, the study can give information to other teachers in implementing process-genre based approach to teaching writing for different text types and topics. Through process-genre based approach, variations of activities are developed by teachers so that it can help the practice of teaching writing in the classroom based on students' needs and goals. Additionally, the research is conducted to facilitate students to practice writing better through process-genre based approach. Their ideas are bridged towards the process-genre based approach to help them write. Then, by the help of teacher, students' scaffolding to the process of writing and enhancement of their knowledge about social purposes of different text types are assisted.

1.6 Organization of the Paper

The research is comprised of five chapters. Each chapter is subdivided into subtopics that will be further elaborated in the investigated problems.

CHAPTER I is the introduction of the study. It has elaborated the background of the study, the purposes of the study, statements of the problem, the scope of the study, the significance of the study, and the organization of the paper.

CHAPTER II is the theoretical foundations of the study consisting of the review of approaches to teaching writing; process-based approach and genre-based approach. Then, the elaborations of process-genre based approach as well as the teaching model of process-genre based approach are demonstrated. Brief overview towards Report text and the conclusion of the chapter are presented in this chapter.

CHAPTER III is the research methodology. In this chapter, research site and participants, research design and method, data collection and data analysis techniques are put forward. In addition, an overview of Systemic Functional Linguistic as the tool for analysing students' texts, clarification of related terms, and concluding remark of the chapter are exposed.

CHAPTER IV is the findings and discussions of the data collected. The findings and discussions of the data were obtained from preliminary observation and teaching phases of process-genre based approach. In addition, students' writing products are discussed as well as the results from students interview used in the study is put forward. The concluding remark ends the chapter.

CHAPTER V is the conclusion and suggestions from the findings and discussions. It elaborates the conclusion of the research and what suggestions given to future research.

Finally, bibliography and appendices are at the end of the paper.