

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the research, scope of the research, statement of the research, objective of the research, significance of the research.

#### **A. Background of the Research**

English has four language skills which consist of listening, speaking, reading and writing, and language components consisting of grammar, vocabulary, and pronunciation. Students are not only able to master reading, speaking, and listening, but also writing. With their abilities, they can express their ideas in written form to produce sentences and develop into paragraphs and texts. Writing is important to learn, because if students can express themselves in writing, they easily communicate well with people, while in higher education such as lectures and professors. From writing Students can be good readers.

Writing English is a subject that students learn about how to express ideas in written form. In writing, there are several aspects that must be considered by students. Its aspects are word choice, coherence and correlation, and grammar. Grammar in writing, elementary school students, junior high school and high school learn how to write phrases, clauses, and sentences. Students must choose the right words to express a meaning so that the reader really captures what information they write.

Writing is still considered a difficult activity for students to put what they think and put it on paper; because there are steps or processes that support writing, such as pre-writing, drafting, revision, and publishing. Writing skills that are very difficult to learn are writing because they require showing the control of a number of variables simultaneously: they are control of content, format, sentence structure, vocabulary, punctuation, and spelling. Skills

can only be acquired and mastered by practice and are often practiced in a way. Writing as language skills that make students feel difficult, because in writing all words must be arranged according to the appropriate format and conditions. This statement supported by Richards and Renandya (2002: 303) in Ratnaningsih (2016: 2) stated that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

Before conducting research, researcher did an interview with five students and an English teacher in class XI at SMA Negeri 8 Ternate on 27<sup>th</sup> January 2019. The interview was conducted to know of students' obstacles in learning experience of English writing. from the data interview, it was found that students mostly are not interested to write, they lack of vocabulary, grammar, structure, and bored. That is why they faced difficulties to write in English. This evident interest research to implement genre-based approach to interact students in writing.

Many models of teaching and learning writing in Indonesia that applied by schools, university, and teachers since a long time ago. At beginning, curriculum of English as Foreign Language did not provide any formal instructions on how to teach writing to students, they just provide a topic for students to write without giving any guidance on paragraph organization or style of writing. There were no drafting activities for the writing, so the teacher would directly give score to the students' writing without revision. School based learning (SBC) released in 2006 as the regulation from ministry of national education in Indonesia No. 22 and 23, which required students to able to write in various kinds of text.

Looking back to the various curriculum in 2004 which is called competency based curriculum (CBC), that content of teaching and learning writing activities are "mostly on

arranging or fitting, sentences, paragraphs. Next curriculum is called by School Level Curriculum (KTSP), which is more authentic and relevant for the students as well as fulfilling demands, challenges, and needs in every context. Unlike the previous curriculum, the latest curriculum which is *kurikulum 2013* that grammar is not emphasized too much but tends to be more focused on the spontaneity of communication in Indonesia.

Teaching writing for students who learn English is one of the important things that must be done well because it will affect the ability of students to develop their writing skills. It is generally believed that the right teaching techniques will contribute to the success of students' writing skills. Furthermore, it is true that teaching writing will be influenced by the teaching techniques used by the teacher. And making students interested in the material, using a genre-based approach is expected to make them understand the steps for writing explanatory text. The approach that is well studied in this study is the use of genre-based approaches as one of the writing methods by explaining certain stages in a special text. That can be the beginning, middle and end. So, researchers chose a genre-based approach to make it easier when writing text. It is hoped that this approach can improve and motivate students' ability to write. Using a genre-based approach, students can write down what they think about their thoughts and state it on paper.

Based on the background above, therefore, the researcher wants to conduct research with the title “*The Use of Genre-Based Approach in Teaching Writing Explanation Text at SMA N 8 Ternate*”

## **B. Scope of the Research**

The researcher focuses her research on the use of genre-based approach in teaching explanation text to the students of eleventh grade of SMAN 8 Ternate.

### **C. Statement of the Research**

Based on the background, the statement of the problem can be formulated as follow as :

#### **1. Question**

Does the use of genre-based approach significantly improve students' writing of explanation text at the eleventh of SMAN 8 Ternate in the academic year of 2018/2019?

#### **2. Hypothesis**

H<sub>0</sub>: the use of genre based approach does not significantly improve students' writing at SMA Negeri 8 Ternate

H<sub>a</sub>: the use of genre-based approach significantly improves students' writing at SMA Negeri 8 Ternate.

### **D. Objective of the Research**

Based on the statements of the problems above, the objective of the research is to know whether or not the use of genre-based approach significantly improves students' writing text at SMAN 8 Ternate in the academic year 2018/2019

### **E. Significance of the Research**

This section discusses two main ideas regarding theoretical significance and practical significance.

#### **1. Theoretical Significance**

It is expected that the result of this research can enrich the exiting theories especially teaching writing using genre-based approach.

## 2. Practical Significance

The results of this research are expected to benefit teachers and students. Teacher would consider that genre-based approach is one approach in teaching the mastery of writing explanation text of the eleventh graders of Senior High School. Second, this research gives an experience for students about effective method for learning writing explanation text.