CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is important to be learned because it helps the learners to unite the language skills and build up word choice (Scott & Ytreberg, 2003). As one of the language skills, writing is taught to the students of English Department of Widya Mandala Surabaya Catholic University. Based on *Pedoman Akademik Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2008/2009 Universitas Katolik Widya Mandala Surabaya*, the curriculum set up is intended to generate excellent English teachers who are competent in using and teaching English. It means that the students have to master the language skills and components including writing skills and knowledge as well.

Writing subject taught in Widya Mandala Surabaya Catholic University is categorized into four levels; writing I, II, III, and IV which are taught from the second semester to the fifth semester. It is said in the syllabus, in the third semester, writing II students are taught reports, beside description and news item, with the purpose of having students be able to write cohesive and coherent descriptive compositions in grammatically correct and acceptable English sentences in terms of format, elements, contents, and organization. Regarding the standard, the students are expected to understand *what* and *how* to write.

Due to the educational purposes, an approach based on the genre has been applied in the writing II class to have the students understand the social function,

generic structure, and language features of a genre. Those factors cover *what* and *how* to write. As Hyland (2004:6) claims that genre-based approach is a useful concept which helps teachers to give explicit and systemic explanations by joining language, contents, and contexts in order to make the compositions easily organized and understood and the communicative purposes between the writers and readers are achieved. Moreover, based on a study of Na (2007) in Malaysia, this approach shows that the learners are in a better condition for they are aware of the linguistic structure and the communicative moves used in the texts from the models provided.

However, the result of the implementation of genre-based approach in writing II class has not been studied. Inspired by the factors mentioned before, the research is conducted to discover the result, especially the quality of generic structure and language features, of the implementation of genre-based approach in teaching English report composition to S1 English Department students of Widya Mandala Surabaya Catholic University.

1.2 Statements of the Problem

In line with the background above, the research is proposed to answer the following questions:

1) To what extent do the report compositions of the S-1 English Derpartment students of Widya Mandala Surabaya Catholic University obey the requirements of the generic structure of the report genre (text type)?

2) To what extent do the report compositions of the S-1 English Derpartment students of Widya Mandala Surabaya Catholic University obey the requirements of the language features of the report genre (text type)?

1.3 Objectives of the Study

Rooted in the statements of the problem above, this study aims at knowing the following points:

1) The extent of the report compositions of the S-1 English Derpartment students of Widya Mandala Surabaya Catholic University obeys the requirements of the generic structure of the report genre (text type).

2) The extent of the report compositions of the S-1 English Derpartment students of Widya Mandala Surabaya Catholic University obeys the requirements of the language features of the report genre (text type).

1.4 Theoretical Framework

A report text is a kind of a non-fiction description that describes through the process of classifying and describing things into cultural or scientific meaning which produces some kinds of descriptions; personal descriptions, common sense of descriptions, technical descriptions, informational reports, scientific reports, and definitions (Callaghan, Knapp, and Nobble as cited by Tribble, 1996:147; Hamzah, 2007).

Teaching writing using genre-based approach deals with communicative purpose since genre is a term for grouping texts together, representing how writers

typically use language to respond to recurring situations (Hyland, 2004: 4). The grouping made aims to communicate with the readers. As Roseberry&Henry (1998) believe, a genre does not only have a particular purpose in the society but also a series of segments called moves which help organize the actions in good order.

1.5 Assumption

The researcher assumes, in doing this research, that Widya Mandala University students have a lecture of writing. There are 4 levels of writing in each semester – Writing I, Writing II, Writing III, and Writing IV – should be mastered from the second to the fifth semester. Then, in the third semester, the students joining writing II class focus on the topic of report writing they should cover. There is an approach based on genre that can be applied in teaching writing. There are materials to support the approach in teaching writing followed by the evaluation instruments. There are examiners who have the same concept who score and monitor the students' report compositions. The report compositions are the final assignment produced by the students themselves. Finally, writing skill is possible to be improved.

1.6 Scope and Limitation of the Study

The study is limited in analyzing the generic structure and language features of report compositions because they characterize a genre. A report text has less attention from many researchers and it is important to take the study on it

since it often raises a vague understanding related to descriptive writing. The focus of the study is also limited on informational report which is taught using genre-based approach for the researcher has the willingness to see the quality of the generic structure and language features meets the requirements of a good report genre.

The subject of the study is the third semester students of the academic year 2009/2010 since they are taught the report text. There are 13 students whose report compositions are analyzed.

1.7 Significance of the Study

The significance of this study is evidently for both practical and theoretical contribution. It is a practical contribution when this research is completely useful for producing a good quality of writing based on the generic structure and language features required after applying this approach. It is a theoretical contribution when it results in a conclusion whether it supports the importance of genre-based approach or not.

1.8 Definition of Key Terms

In order to give a clear understanding and to avoid misinterpreting that might happen, definition of key terms are given.

a. Report Writing

Report writing is a kind of writing that generally describes the way things are, referring to nature, man-made, and phenomena in our environment without any personal involvement.

b. Generic Structure

The definition of generic structure is taken from *A Genre-based Approach to Teaching Writing Years 3-6: An Approach to Teaching Writing K-12 Book 1-4 Writing Stories* (Eltis, 1990:52) as the following:

The distinctive beginning-middle-end structure of a genre (i.e. the stages accomplishing a genre's social purpose); the stages may be either obligatory (always present) or optional (present only under certain conditions).

c. Language Features

The definition of generic structure is taken from *A Genre-based Approach to Teaching Writing Years 3-6: An Approach to Teaching Writing K-12 Book 1-4 Writing Stories* (Eltis, 1990:12) as the following:

Kinds of language which distinguish this genre from others.

1.9 Organization of the Thesis

The thesis consists of 5 chapters. In chapter I, the introduction, the background of the study is established. It is followed by the statements of the problem, objectives of the study, theoretical framework, assumption, scope and limitation of the study, significance of the study, definition of key terms, and organization of the thesis.

In chapter II, review of related literature, the theories supporting the research are presented. The points mentioned are about the nature of writing, report writing, genre-based approach to teaching writing, and related previous studies.

In chapter III, methodology, the research design, instruments, data, triangulation, and data analysis procedures are explained.

In chapter IV, the findings are exposed and the analysis and discussions following the findings are elaborated.

Finally, in chapter V, the conclusions and suggestions are given.