CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. It parents an overview of the research explaining the importance of this research and supported by theories relating to this research. This chapter consists of the background of research, the research question, research objective, the significance of research, rationale, hypothesis, and the relevance of the research.

A. BACKGROUND

In learning English as a foreign language, writing skills are categorized as the most difficult languages because it requires accuracy, grammar, spelling, vocabulary, punctuation, capitalization, and capitalization. In this case, writing in the broad sense has three steps: think about the content of a writing, do it, and do it again (and again and again as often as time allows and patience will hold out). (Kane:2000).

Social reasons may additionally cause challenges in writing. For example, they are confused about the grammatical. Hence, they are confused about how to start their writing. Moreover, a wide social and mental distance amongst the students and the target culture, and, an absence of integrative and instrumental inspiration for learning. Integrative and instrumental motivations are not necessarily mutually exclusive. Brown (2000) stated that learners rarely select only one type of motivation when learning a second language. In conclusion, the importance of instrumental motivation is being concerned more in the later studies while the significance of integrative motivation has continued to be emphasized.

However, it is important to note that the necessary motivation has only been regarded as an important factor in second language learning while integrative motivation is continually linked to the success of second language learning. Motivation is a significant contribution to second language learning achievement. Therefore, identifying the types and combinations of motivations is one of the keys to successful second language learning. At the same time, learners should be reminded that there are always other variables which can be unique to each language learner affecting the success of second language learning.

As Myles (12.6.2012) states, be that as it may, if understudies demonstrate a general interest in the objective dialect (integrative inspiration), see that there is parental and social help, and want to accomplish their expert objectives (instrumental inspiration), they can turn out to be more capable in their capacity to compose in English, in spite of the initial absence of self-inspiration.

The researcher found that many students have difficulty with English writing. Some factors impact a student's writing ability. The first is student's motivation and how they face writing activity in the learning process, and the other factors are the teacher who cannot use an appropriate method of teaching writing. The following issue, once in a while researcher just instructed in perusing aptitude. The researcher clarified the nonexclusive structure; the researcher did not have any significant bearing in composing aptitude. To make the students intrigued by the materials, Derewianka's

Teaching Learning Cycles is comprehended to make them understand the means to compose the procedural content.

In writing classroom, the Teaching and Learning Cycle (TLC) involves four key stages which are reading, writing and speaking and listening to varied interactional routines (whole group, small group, pair, individual). Hammon 1987, 1989 ; A Burns 1990 Derewianka 1990 cited in Kongpeth 2006 Martin Rose 2005, Gibbons 2002, The approach is addopted to teach writing in a secondary school in Lin Fen , Senxi Province to discover whether the approach can lead students to improvement of their writing.

Therefore, this research enhances and motivate student's writing ability and to find out the proper method of teaching writing. So the researcher will choose Derewianka's Teaching Learning Cycles to make simple when writing the text. The researcher expects that this method can improve a student's writing skill.

To support student's writing skill GBA technique is one of the writing technique that aid student to facilitate the learning procedure text. The genre approach is concerned with providing students with explicit knowledge about language. In other words, so many previous studies have been conducted on this issue. There are some research results regarding the using of general based approach to teaching English. One research is provided by Tartila & AnasYasin (2013) that is conducted to EFL students in Senior High School. The focus of research is the implementation of Genre-based Approach to general skill in English. Research is also conducted by Tri Istianah (2011) to students in Senior High School.

The researcher carried out the implementation of Derewianka's Teaching Learning Cycles to improve students' writing skill with students Junior High School as the participants of the research. Hence, this research is different from previous research and this research interested to implement Derewianka's Teaching Learning Cycles to improve students' writing skill in Junior High School.

B. RESEARCH QUESTIONS

Some questions become the core of this research. They are as follow:

1. What is the students' ability to write procedure text before the implementation of Derewianka's Teaching Learning Cycles?

2. What is students' ability to write procedure text after the implementation of Derewianka's Teaching Learning Cycles?

3. How significant is the implementation to improve the students' ability to write procedure text using Derewianka's Teaching Learning Cycles?

C. RESEARCH OBJECTIVES

1. To find out student's ability to write procedure text before the implementation of Derewianka's Teaching Learning Cycles.

2. To find out student's ability to write procedure text after the implementation of Derewianka's Teaching Learning Cycles.

3. To find out the significant the implementation to improve the student's ability to write procedure text using Derewianka's Teaching Learning Cycles.

D. SIGNIFICANCE OF THE STUDY

This research gives significant parts. Theoretically, the result is expected to be used as one of the useful references to improve students learning procedure text, particularly in writing skill. This research also a development from previous research which discussed the influence of using Derewianka's Teaching Learning Cycles that can influence their writing skill in procedure text. Also, the researcher gives information or theory that using Derewianka's Teaching Learning Cycles strategy can influence students' writing skill in procedure text.

Practically, the result is expected to give the teacher a reference when teaching-learning in the class using different method and technique. In addition, this research also provides references to use Derewianka's Teaching Learning Cycles wisely for educational purposes, learning and teaching. The researcher hopes this study give a contribution to English educator in the future.

E. THEORETICAL FRAMEWORK (RATIONALE)

Writing is the handful of them in good faith faculty roam has to be mastered by students. The specimen is the enterprise or motion for the truth, books, stories, or articles. The student breach involving here generation to take for granted and transform log intake to display our security, though, and feeling (McKay: 2011).Writing is one of the English skill that should be mastered by students. Some students undertake stroll imitation is a difficult skill. A handful of the topics of writing skills is a procedure text. (*prints.uny*).

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps/British course.(*the English camp).* So is the procedure text is a genre of text that serves to illustrate how something is done or accomplished through a sequence of actions or steps that correctly.

Derewianka (2004) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the statements above, the writer infers that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps. In this study, procedure text is taught in spoken form (oral text) to find out the improvement of students' speaking performance. Besides, this text is used as materials in the teaching-learning process. Students express instructions to do or make something through a sequence of steps by seeing series pictures given orally so that they can make a communication.
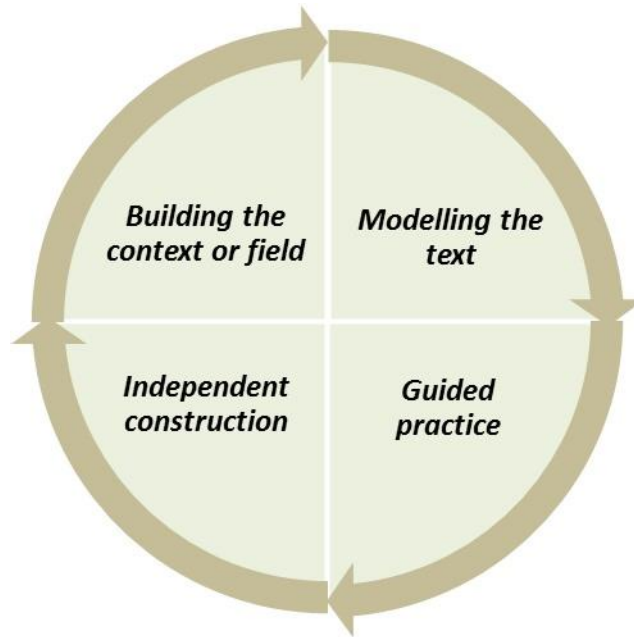
Figure 1.1Theory Derewianka's Teaching Learning Cycles

The researcher found the problem that three are some students' who do not have good writing skills, especially in Procedure Text. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, and finally. So, the writer tries to find a solution to this problem. And the solution to improve students' writing skill is through Derewianka's Teaching Learning Cycles.

F. HYPOTHESIS

According to Creswell (2012), hypothesis are statements in quantitative research which the researcher makes a prediction about the outcome of the relationship among characteristics. It means the hypothesis is a temporary theory that needs to be tested. The formulation of the hypothesis of this research is presented below:

1. H_0 accepted if $t_{count} < t_{table}$ it means that there is no significant difference in student's ability to write procedure text the implementation of Derewianka's Teaching Learning Cycles.

2. H_1 accepted if $t_{count} > t_{table}$: it means that there is a significant difference in student's ability to write procedure text the implementation of Derewianka's Teaching Learning Cycles Ho: There is no significant difference in student's ability to write procedure text the implementation of Derewianka's Teaching Learning Cycles.

G. THE RELEVANCE OF THE RESEARCH

There are some research results regarding the using of a genre-based approach to teaching English writing. The first referred The Effect of the Genre-Based Approach conducted a study to Teaching Writing on the EFL Al-Azhar Secondary Students' Writing Skills and their attitudes towards writing. This study aimed at developing some writing skills for second-year secondary stage students and their attitudes towards writing through using the genre-based approach. Hence, the problem of the study was

stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. As a result, their writing skills are weak. Consequently, they develop a negative attitude towards writing". They need to be trained in the skill of writing, and there is a dire need to use a genre-based approach to writing content. The present study provided evidence for the effectiveness of using genre-based Approach in developing students' writing performance and attitudes towards writing. Further, the study highlighted the advantages of using the genre-based approach to developing writing skills and attitudes towards writing.

This research was aimed at improving the students' writing skills through the genre-based approach in grade XI/S3 of SMAN 1 Pleret in the academic year of 2012/2013. The steps of the research were reconnaissance, planning, action and observation, and reflection. The results of the research demonstrate that the implementation of the genre-based approach was able to improve students' writing skills. Students'problems in writing can be diminished by implementing the stages in the genre-based approach.

The second research is Implementing Genre-Based Curriculum Cycle in Teaching Writing in Secondary School Settings. The article investigates the application of Genre-based Curriculum Cycle, which includes four phases: building knowledge of the field, modeling of the text, joint construction, independent writing, in writing class in secondary school settings. The study was conducted by a senior high school in Linfen, Shanxi province. Problems emerge in different phases such as lack of background knowledge, skip of the modeling phase, teacher's focus on mistakes at the

sentence level without looking at the schematic structure, and insufficient scaffolding. Suggestions are provided to enable teachers to make efficient use of Genre-based Curriculum Cycle in writing class. At the same time, students' writing ability can be improved.