

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Syllabus is vital in education. According to Breen (1984), syllabus is the overview of a plan that can be achieved through teaching and students learning activity. The use of syllabus in learning process clarify the course is having clear goals. It is useful for the learners to learn their needs in a course. Well constructed syllabus conveys instructor expectations and course requirements to students (Buller, 2011). Syllabus can be stimulated student responsibilities during the semester by using the appropriate syllabus.

Syllabus is one important thing in teaching process. With syllabus all activites in teaching writing process will be orgnized and structured. According to Hyland (2003) a syllabus must be related to the course plan in a study, explicit objectives in a syllabus can be accomplished by the students in preparing a map for teachers and learners which define the work in learning acitivity. All plans in learning goal can be assessed by the form of syllabus. The clear purpose of syllabus helps teaching and learning process running orderly. This way makes the students more understand about learning material. This statement supported by Hyland (2003), he states that the

achievement of good cooperation between students and lecturers in the classroom can be achieved with clear objectives syllabus. Moreover, the form syllabus is assessing all plans of learning goals.

Writing is one of language skills that can achieve the goals of English study program, where the students become the important part of this. There are several skills of writing in English study program one of them is academic writing. Academic writing is the central teaching and learning in universities (Pineteh, 2014). The implementation of learning academic writing usually starts from how students write paragraph, essay, until they are able to develop their ideas to write any kinds of academic writing. Argumentative text is the major point that helps students to finish their study in writing a thesis.

By writing skill the students are expected to fulfill one of the goals what is actually the Institution needs. Based on the Curriculum 2017 of English study program there are three major abiltes are expected for the gradute students in English study program one of them is the students at English department are expected to know the potential of English language-based enterpreneurship based on the academic writing skill in English context. Well writing skill can be the crucial thing for world of work. According to Brown (2004), writing skill has become essential and high significance in this global literature. Besides, it is also a prerequisite requirement for getting employment.

Writing needs complex process. Nunan (1999) says, “writing is an extremely complex process of cognitive activity” (p.273). The students must knowing the differences between Bahasa and English such as structural ad grammatical terms. Moreover the students also should work hard on transferring the meaning from Bahasa to English context in order to make the result of writing understandable and make sense when it is read by people (Ariyanti, 2016a). The writer needs read many references that is related to the text that they

want to make. The writing skill needs rich vocabularies and knowledges about topic that the students want to write. Furthermore, grammar is also considered as an important competence in writing. One sentence to another must be cohesives and coherences.

One study by Nugraha (2015) finds that Indonesian students competence in academic writing is regarded as weak. Additionally, the research such as Padmadewi (2016) and Wigati (2015) claim that students face difficulties in writing English argumentative discourse in terms of style, grammar, and spelling. The most of the lecturers use usual treatment in teaching academic writing become the reason why students have difficulties. Fahmi (2018) says, learning of writing focused on the book and the instruction from the lecturer. Lecturers of writing assigned the students to divide into several groups, then continue to discuss based on the material on the book and presented it in front of the class. This activity is caused focused on the book and the instruction given by the instructor without knowing what is actually student needs in learning of writing. As my initial study, the students have difficulties to write main ideas and topic sentences of English text types, topic sentence, and ideas. Hanna, Husnaini, & Gustaman (2017) find in developing sentences in the correct patterns an using grammar the most difficult activities in writing class. The students not only have grammatical problems but also limited English vocabulries to costruct coherence paragraphs.

The researcher also finds inappropriate syllabus with student needs, teaching process, and the assessment. The syllabus that already available developed based on the lecturers' experience without doing a research. Usually the syllabus is developed sporadically. Syllabus is needed must be suitable with actually student needs, learning context, writing assessment, and all aspects that are related in learning of writing. Therefore Breen (1984) argues syllabi is one of methods about how the best to teach content, and to evaluate cush content. The

syllabus is needed help the students to deconstruct a text that students are directed to all language aspects in a text. The students must build critical thinking through learning process. The students also must guided in to all steps of writing or joint construction. Making independent construction is also needed for the students, because this activity help the students to understand the appropriate text with the structure of written from each genre of text by themselves.

Based on the explanation above, it can be concluded that a good syllabus will play an important part in success of course goals. Such a syllabus should be built based on several aspects: student needs, objectives, and content. In order to achieve the goal to create a suitable syllabus on academic writing for academic course, a study needs to be conducted. The researcher propose to conduct research and development titled “Developing Genre Based Syllabus of Writing for Academic Course”.

1.2 Research Question

Based on above discussion, a research question is formulated as follows: “How is the Genre-Based syllabus of Writing for Academic course developed?”

1.3 Objective of The Research

The aim of this research is to develop the syllabus Writing for Academic Purposes course of English study program for second semester students in faculty of teacher training and education at University of Jambi.

1.5 Significance of The Research

✚ Theoritically

Theoritically, it is expected that this research provides valuable contribution to the English department study program to achieve the goal of the institution.

Practically

Practically, this research will give contribution to the second semester students of English education study program in learning academic writing that will relate to student needs. It has significanced for writing instructors in teaching academic writing sucessfully. In the end of the research the researcher hopes that it can give benefits for writing syllabus developers in constructing knowledge how to make a syllabus that is appropriate with students' needs.

1.6 Limitation of The Research

This research is limited until develop & select instructional material stage based on Dick and Carey model (2017). This research is not until the implementation stage because it is need much time. The researcher must add one more semester to do implementation and it is impossible for the researcher to do that stage. The context of this syllabus product for second semester student in learning academic writing. This syllabus can be used for the second semester students at Univerisity of Jambi.

1.7 The Expected Product Specificaton

The product is in the form of a writing for academic writing syllabus for second semester students of English department at study program faculty teacher training at University of Jambi