

Chapter I: Introduction

The goal of this chapter is to present the background and general view of the integration of Information Communication Technology (ICT) to the English teaching methods and approaches, why it is so important, how is the recent condition of our lecturers especially at English Department of State Institute of Islamic Studies (IAIN) Gorontalo. This Chapter also talks about Genre Based Approach (GBA) as one of the approaches used in teaching writing in IAIN Gorontalo.

A. Background

Information technology is growing over the time, along with the use of technology in the classroom has also been increased. There is an assumption and belief that technology-based teaching can contribute greatly to the quality of teaching and learning experience (Kukulka-Hulme in Lamy, and Hampel, 2007). Technology, in this case Information and Communication Technology (ICT) is a tool to facilitate education in which lecturers and students get a lot of benefit from it. Language teachers nowadays need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Computers, smart phones, tablets, etc. provide a powerful opportunity to learn a foreign language. As the use of smart phones, computers etc. are increasingly common among college students; teachers need to equip themselves with current technology. For example, teaching "pronunciation", can be taught to learners easily by using internet facilities such as youtube and other ESL teaching websites. Teachers who are introducing

technology (ICT) to their students might get a lot of satisfaction when the students, achieve better results. Technology is not a method, it is a tool for learning.

The younger generation is now growing with technological devices, which has become the part of their culture at home, at school, at work and in their social life. Technological tools are those for communication, collaboration, social networking. (Burnett, Merchant, Myers, 2007) In particular, ICT technologies have changed the way their parents and families manage their daily lives, as well as how teachers are using technology as a teaching material in the classroom and use them for their professional development.

Nowadays many schools have computer labs and computers in every classroom. Almost all schools are connected to the Internet; many teachers have internet access in their classrooms. Technology can help teachers teach "how to teach" when teaching or how to integrate all of this for curriculum frameworks.

The new era provides new challenges and tasks for modern teacher. The tradition of English teaching has changed dramatically with the entry of the exceptional use of technology. Technology provides so many options that makes teaching attractive and also make teaching more productive in terms of improvement. But the technology is not a method. ICT technology is simply a medium or a tool. But its existence will significantly affect the application of the method or approach to the recent process learning including English learning.

Along with the demands, more and more students are interested in learning English, thus teaching methods that have already been applied, in the Indonesian context, needs to be revised and reconsidered especially regarding its existence with

the influence of ICT in education. It will help students to get involved and to learn based on their interests. This has been tested to be effective, and has been widely accepted in English teaching in the modern world.

The most dominant usage of ICT in English instructions is the use of multimedia, which has been proven to improve students' reading, writing, speaking, and listening skills (Paduran & Margan, 2009). Many lecturers unfortunately only use technology separately as a supporting tool in a teaching process. They are not integrated in the teaching method or approach. On the use of ICT for writing skills, for example, some lecturers found that students' writing process becomes more fluid when they use computer software. (Habibie and Ayuba, personal interview 26 March 2016). Students usually find ICT offers the opportunity to edit and redraft their work. It allows them to make small changes, and immediately see the effect of using ICT to change the nature of drafting and allow the process of writing becomes more fluid.

There are many approaches and methods which have been developed to improve students' writing skills in English. One of them is genre-based approach. Genre based approach emphasized on techniques for teaching writing which is similar to the process approach, which enables students to work through several stages of the writing process. Then, more attention was paid to the nature of writing in various situations. It is then brought to the popularity of the genre approach, which focuses on the model and the key features of the text written for a particular purpose. In the process approach, lecturers usually have students follow the steps of prewriting, writing, revising, and editing before reaching the final product, and

the sequence teaches students how to write. In the approach to the genre, a sample of a particular genre is introduced, and some of the typical characteristics of a certain genre that shows that students see the specific configuration of the genre.

Generally, learning to write in English subjects at IAIN Sultan Amai Gorontalo is very focused on vocabulary, mechanics, grammar and other writing rules. With this genre approach in writing, the lecturer seems to introduce that every writing has its own characteristics that must also be considered in building a good writing. Therefore, research on genre-based writing learning that is integrated with this technology must be equipped with learning tools such as syllabus, teaching materials, guide books, media and learning evaluation tools.

Previous studies show that genre-based approach is very practical in building the foundation of students' writing skill (Hasan, 2009;Kongpetch, 2006). With this approach, the guidance is clear for both lecturers and students. The purposes are clear and focus on each text type because each text type is provided with certain purposes, vocabularies and grammar. It makes a lot easier for the lecturers to teach it (Hasan, 2009). The assessment of genre-based approach is also clear since the generic structure and lexicogrammatical aspect for each text type can be used as parameter to assess student's skill. Grading system is also clear for each text type because based on this approach lecturers can get a clear picture of what they should teach and assess, while at the same time, students can also get a clear idea of what they should write and present in their writing. Lecturers are also able to adapt information about particular genres and model text to suit the students' needs and levels (Kongpetch, 2006).

Before proceeding to this research, I have conducted a preliminary research on composing Islamic history genre in recount text type in terms of either its generic structure as well as its language features; therefore, I have decided to use genre-based approach to teach the Islamic history genre to gain information of the students' attitude and responses towards its application in teaching writing. In my previous research, I found that The Genre-based approach has been successfully applied in English. I also found that the use of internet, computer multimedia, and the recent sophisticated prominent technology particularly in education should be used and integrated in the genre-based approach for its very time consuming in some of the steps (Hasan 2009).

Studies on the integration of technology in teaching EFL have attempted to use various kinds of computes assisted language learning, especially when it used in teaching writing by using genre-based approach (Fidaoui, Bahous, and Bacha, 2015, Yunus, et.al, 2013). In their journal article, Fidaoui, et.al., (2012) emphasized more on students' motivation in learning writing by using technology specifically Computer-Assisted Language Learning. By the same token, Yunus, et.al. (2013) in their research is working more on how lecturers managing the problems in teaching reading and writing by using ICT. Their research is expected for the lecturers and policy makers to overcome problems faces by lecturers related to the teaching of writing by integrating ICT.

Compared to those previous researches, this research is focused more on the use of technology to design and to develop Genre-Based Approach including to

modify the activities of lecturers and students on the steps and stages of the approach.

B. Problems Identification

Learning English writing subjects at IAIN Sultan Amai Gorontalo, in general, is focused more on vocabulary, mechanics, grammar and other writing rules. With this genre-based approach in writing, the lecturer seems to introduce that every writing has its own characteristics that must also be considered in building a good writing. Unfortunately, this approach still has its flaws such as the large amount of times spend in implementing some of stages and steps in teaching. Therefore, research on genre-based writing learning that is integrated with the technology must be equipped with learning tools such as syllabus, teaching materials, guide books, media and learning evaluation tools.

The ICT has not been optimally utilized in English Language Teaching (ELT) approaches and methods. It can be seen through the observation that I did on a couple of times when teaching writing in the English Department of IAIN Sultan Amai Gorontalo. Therefore, it is necessary to make adjustment in the teaching methods and approaches adopted by lecturers to integrate the use of ICT.

Besides the use of technology that has not been maximized as the information obtained in the initial observations, to design the ICT-based learning design, learning tools are needed in the form of an appropriate syllabus and lesson plans.

C. Research Questions

Based on the background above I formulate the research questions of this the study as follows:

1. How is the design and development of ICT integrated Genre-based Approach Syllabus and Lesson Plan in teaching Writing?
2. How is the implementation of ICT-Integrated Genre Based Approach in the instructional process in terms of Syllabus, and Lesson Plan in Teaching Writing?
3. Is the use of ICT- Integrated Genre-based approach effective in Teaching Writing?

D. The Objective of Research

The goals of this research are 1) to design the new development of syllabus, lesson plans, evaluation instrument of Essay Writing with the use of ICT-Integrated Genre-Based Approach; 2) to create the guidance of the implementation process of using Genre Based Approach that is integrated with ICT in teaching Essay Writing; and finally 3) to find out whether Genre Based Approach integrated with ICT is effective to improve the students' learning achievements in teaching Writing.

E. The Significance of the Research

Theoretically the result of this research is expected to give the contribution to the development of the new Genre Based Approach in teaching and learning *writing*, and practically can give the contribution to:

This research, hopefully will give the contribution to English Department of Gorontalo State Institute of Islamic Studies (IAIN Gorontalo) regarding the

improvement of EFL Instruction by offering a newly modified approach in teaching EFL writing.

The result is also hoped to help lecturers or lecturers to enrich their approach in teaching EFL writing. This approach can be one of the new alternative ways of teaching EFL writing in higher education institution. Most importantly, this result will help students to increase their writing skill specifically in EFL writing by using and taking the benefits of ICT.