WRITING RESEARCH BACKGROUND
BY USING ALTERNATIVE GENRES

Agung Budi Kurniawan
Dwi Rahayu
Indah Puspitasari
STKIP PGRI Pacitan
agungbudi430@yahoo.co.id

Abstrak: *Latar belakang merupakan sebuah keharusan untuk semua jenis penelitian sekaligus sebagai fondasi bagi peneliti untuk memulai kajiannya. Latar belakang merefleksikan topic, judul, dan bagian lebih lanjut tentang penelitian. Artikel ini membahas alternatif cara dalam menyusun latar belakang penelitian yang didasari pra-studi terhadap 40 skripsi. Berdasarkan data factual yang ada, terdapat empat genre sebagai alternative pilihan untuk menyusun latar belakang, yakni: penjelasan, diskusi, laporan, dan eksposisi. Untuk membahas ke-empat genre tersebut, artikel ini menyajikan contoh riil tentang masing-masing genre. Secara detail, pembehasan mencakup tujuan, struktur generik, dan fitur kebahasaan. Pada setiap genre juga dibahas tentang judul, desain penelitian, ide pokok setiap paragraf, dan cara penyusunan latar belakang yang tepat.*

Kata kunci: *Menulis, Latar Belakang, Genre, Alternatif*

Abstract: *Research background is a must for any kind of research topic and research design. It is the foundation for a researcher to begin the scientific research. It is the reflection of research topic, title, and further part of the research activities. In this article, we discuss alternative ways to construct a research background based on our previous research. We have finished a scientific research which analyzed research problem formulation of 40 S-1 English thesis. One of our research data analyses is the research background. We found some mistakes for the research background. Based on the fact, we present 4 genres as alternative ways to construct or write a research background. Those 4 genres are explanation, discussion, information report, and exposition. In discussion session, we present one by one of those 4 genre which consists of the genre concept and example of the application to write simple research background. In the genre concept part, we explain the genre purpose, generic structure, and language features. In the genre example application, we present a research title, research design, ideas for every paragraph, and the simple background constructed. We also conclude important points from the discussion. First, there are not fix formulations to write a research background. It just needs to fulfill the requirements of logic and empiric. Second, if we have decided a genre to write a background, we have to be consistent to use it from the beginning till the end. A research background actually reflects researcher's personality style, researcher necessary and orientation.*

Keywords: *Writing, Research Background, Genre, Alternative*

INTRODUCTION

Background of the study or research is the second part for any kind of research proposal and report after the abstract. It is placed in the first writing of introduction part. It seems to be the beginning of a research. As the first part, it is also very fragile to be an interesting thing. Background has one similar function with abstract which is to attract readers' interest. It seems to be fragile too. If a background gives uninteresting information and explanation, readers could probably stop to read the next session of the research proposal or report.

Background of the study is actually influenced, even determined by the research topic and research

design. The research topic is reflected by the research title. So, it could also be concluded that the background and research topic must be coherence to each other. Background of the research must reflect the research topic. Readers' expectation after reading research title must be fulfilled by the background. At least, it can give general information to readers about the research topic and research orientation for the next part in the paper.

The construction of background influences the background quality. The construction must fulfill the roles of scientific writing because we talk about research proposal or report. A research must limit her or himself when writing a background. A research cannot express his or her intuition in a research background. At least, it explains scientific or academic researcher's thought and ideas. The construction of the ideas inside a research background must require logical thinking system.

We have finished our research of analyzing the quality of research problem formulation in 40 S-1 English thesis. In fact, we also analyzed other parts of our data because research problem formulation is constructed by combining previous materials. One of them is research background. We get some findings for the background which would be explained in the next part of background of discussion.

Based on our research, we view that genre or text types are one alterative way to write background. *We would like to discuss 4 genres as alternative ways to write a research background.* Those 4 genres are explanation, discussion, information report, and exposition. We argue that those 4 genres could be ideal choices which depend on the researcher's necessary and research orientation. It is based on our previous research.

Before starting our discussion, we need to see and review some related literature of writing. Writing research background requires high skills of writing. It gives us more view point about the ideal condition of writing. Writing is a productive skill that needs to be trained. It is not about talents. It is the result or learning, training, and experience.

Writers have two jobs in writing. First, writers must explore their ideas, thought, and experience.

Second, they have to conquer the rules of linguistic. Related to Ghaith (2002: 1) who asserts "The writer has to explore thought and ideas and make them visible and concrete. The writer has to try to communicate his/her ideas in the form of a written text from which the reader will eventually understand the ideas and their meaning". Writers must also be able to communicate their ideas, thought, and experiences to their readers. They have to be able to identify the potential level of their readers. They are supposed to predict readers' expectation.

As a productive skill, writing also ask evidences. The writing evidences are kinds of writing masterpieces. Richard and Renandya (2003: 303) states "writing is the most difficult skill for second language learners to master and writing need a lot of practice. The difficulty of writing is not only in generating and organizing ideas, but also in translating the ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, etc. the complex writing can build the learner's ability in understanding the procedures and structural and improving their weakness vocabularies". We need to correct that writing is not the most difficult, but it is a complex performance. Some other linguistic skills and knowledge influence writing skills. They consist of the competence of grammar, vocabulary, developing ideas, etc.

Nunan (2003: 88) defines that, "Writing is a process of thinking to invent ideas, thinking about how to express into a good writing, and arranging the ideas into statement and paragraph celarly". Moreover, O'malley and Pierce (1996: 136) states, "Writing is a personal act in which writers take ideas or prompts and transform them into "self initiated". Writing is about personal expression in once upon of time. Different writer will make different writing masterpiece although they are given similar issue of topic. It is also one occasion is only for one writing work result. Anyone cannot make similar writing work in different time although

given similar topic or material. Writers could only write with similar orientation.

Writing is also a mental training. It could give happy felling to a writer. A writer could express his or her ideas, thought, experience, prediction, etc. It just needs to be remembered that formal or scientific or academic writing has rules that must be obeyed. Nunan (2003: 88) also explains "writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader".

The highest level of writing activity is scientific writing. It requires some strict rules that must be obeyed. The scientific and academic writing could be practiced and trained in the setting of classroom teaching learning activity. According to Richard (2002: 316); process writing is a classroom activity incorporate the four basic writing stages. namely: 1).Planning: Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started, 2).Drafting: At the drafting stage, the writers are focus on the fluency of writing and are preoccupied with grammatical accuracy or the neatness of the draft, 3).Revising: When the students revise, they review texts on the basic of the feedback given in the responding stages. Revising is not merely checking for language errors. It is done to improve global content and organization of ideas. So that the writer's content is made cleaner to the reader, 4).Editing: At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material. Those 4 steps is one example of training scientific writing for students or researchers. It is flexible which means it depends on the necessary and purposes.

To prove that the rules of scientific writing are flexible, we also present one another reference from Harmer. Harmer (2004: 4) explains that "Writing process is the stages a writer goes through in order to produce something in its final written form". Secondly, Harmer (2004: 5) also explains

that process writing has four main elements, include of: 1).Planning, in planning writers have to think about three main issues namely purpose, audience and content structure, 2).Drafting, is the second step after planning to define a concept when we are going to write, 3).Editing (reflecting and revising), in editing include of reflecting and revising. It is process of writers for changes and make the writen well based on their needed, 4).Final Version, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. We argue that the obligation is logic and empiric. Scientific writing cannot allow imaginary writing. Every idea must have foundation, evidence, ad responsible.

In order to writer scientific, a writer must master criteria of writing skills. Writing skill criteria which is one of very famous and most used belongs to Brown. It is about macro and micro skills of writing. Brown (2004: 221) identifies and enumerates:1).micro-skills for writing as follows: a).Produce graphemes and orthographic patterns of English, b).Produce writing at an efficient rate of speed to suit the purpose, c).Produce an acceptable core of words and use appropriate word order patterns, d).Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules, e).Express a particular meaning in different grammatical forms, f).Use cohesive devices in written discourse, 2).The macro skills of writing are: a).Use the rhetorical forms and conventions of written discourse, b).Appropriately accomplish the communicative functions of written text according to form and purpose, c).Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, d).Distinguish between literal and implied meanings when writing, e).Correctly convey culturally specific reference in the context of the written text, f).Develop and use a battery of writing strategies such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for

revising and editing. The criteria of macro skills and micro skills could be use as a reference for training students or researchers.

In order to control the result quality of teaching writing, we need of scoring writing. Jacobs et al, (1981) propose "a scoring system of writing consists of five components. They are content, organization, language use, vocabulary and mechanics. The following is the score guide in assessing student's writing used by researcher". Those 5 components of scoring writing is appropriate enough to be applied. Writing is a complex process and needs multi skills. We cannot give score for writing just by using one single criterion of scoring.

METHOD

Our research subject is 40 S-1 English thesis of English Education Study Program of STKIP PGRI Pacitan in the academic year 2014-2015. The data were taken from chapter 1 and 3. The object of chapter 1 consists of research topic, background of the study, identification of the problem, limitation of the study, and formulation of the problem. The chapter 3 just consists of research design explanation. We analyze all data one by one, and then the final analysis is the coherence and ideas correlation between all of data with the formulation of the problem. We analyze every S-1 thesis independently, separately and qualitatively. Because every S-1 thesis has its own problem, orientation, and research design, it is almost impossible to analyze them together by using holistic approach.

Our previous research focus is to analyze formulation of the problem, but we also analyze all data seriously and deeply including the research background. It is caused that we cannot analyze the research problem formulation directly without the other part of the paper. The problem formulation is the last of top conclusion of the other data analysis in our research. On the other hand, we also see that all data of our research finding and analysis have equal quality.

FINDINGS AND DISCUSSION

Based on our research findings and analysis, we find some researchers' mistakes in writing research background. We found that the most difficult for our subjects to write background is the give introduction or prologue paragraphs. Some researchers wrote irrelevant background with research topic and other part of analysis. Ideas which are not logic or imaginary are also presented in the research background. We also find that some of them present their ideas in incoherence writing. The number of paragraph is also one problem that we found. Some backgrounds are even out of the research topic. Every background has its own problem and mistake. Some of them have been ideal, but the other is not.

It has been explain in the previous part of the introduction, genre as an alternative way to construct research background. We would like to propose 4 kinds of Genre which are explanation, discussion, information report, and exposition. We would like to discuss every genre based on their linguistic rules and the examples. We also would like to prove our argumentation by giving example of writing a simple background by using every one of those 4 genres or text types. All materials of 4 genres were taken from Mark Anderson and Kathy Anderson's book (1957, the last reprinted in 2003).

Explanation Genre

Explanation text tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why). The generic structure consists of (a) question in the heading (title; this must be deleted for research background), (b) introduction that gives a description, (c) explanation sequence telling how and why, (d) and conclusion. In case of language feature, explanation text has the following characteristics: (a) technical language, (b) words that show cause and effect, and (c) use of the timeless present tense. For the detail, look at the following finding:

Table 3.1: The finding on explanation genre

Research title:	The Effectiveness of Teaching Writing by Using Mind Mapping Technique to the Seventh Grade Students of Junior High School
Research design	Classroom Action Research
Ideas for every paragraph:	
Paragraph 1	The role and position of teaching method in classroom teaching writing
Paragraph 2	How is the ideal condition of classroom teaching writing
Paragraph 3	How is the concept of mind mapping technique
Paragraph 4	Why mind mapping technique could be recommended based on previous study, research, and experience
Paragraph 5	Conclusion

Based on the above finding, we constructed simple background, as presented in the following part.

Teaching writing activity in a classroom activity is similar with other kind of teaching which requires a or some specific methods. The methods could be existed or something that's new or created. One of success factors in teaching writing is the method too. It controls almost the whole activities of teaching learning inside the classroom. The method should be chosen and determined first, even, before preparing the administration of teaching.

Classroom teaching learning of writing needs conducive situation because it concern to high concentrating learning. There are 2 general condition of the writing teaching learning which are silent way condition and equal teacher-learner condition. Silent way condition is a condition which much of the learning time is spent by students to create their writing work. Te teacher's portion is minimum which is to give main concept or theory. The second type of equal teacher-learner teaching is the condition which teacher spent half of teaching time to encourage students with specific methods and materials.

In this research, researcher take the equal teacher-leaner teaching learning centered which is mind mapping technique. Mind mapping is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out, and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning.

Mind mapping technique is actually able to be applied for some types of teaching activities including writing. I consider that it is worth enough. Some researchers have applied for teaching speaking, vocabulary, listening, etc. Based on those previous studies, I argue that it is logic to try to apply it to teach writing to improve the process to seventh grade students of Senior High School. I also choose my subject because of its level. The level of Junior High School is appropriate for mind mapping technique because it is half of game. It is not totally game which is only appropriate for elementary level, but also it is still requires them to be creative learners.

Mind mapping technique is worth and acceptable to be trained for this research of teaching writing. It concerns to improve the learning process and result. It is also flexible to be applied.

Discussion Genre

The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is to present to the audience different opinions on a topic and, the end, your opinion. The generic structure consists of (a) question that introduces the topic to be discussed, (b) opinions for, and against the topic, and (c) concluding

comment. The language feature consists of (a) the use of generic terms related to the topic, (b) the use of words that show a comparison or a contrast, and (c) the use of words that link argument.

Researcher will also investigate teacher's method and media for teaching speaking.

I am also interested with students' physiological condition in learning speaking. I will observe

Table 3.2: The finding on discussion genre

Research title:	A Study on Speaking Learning OF Tenth Grade Students of Senior High School
Research design	Case Study
Ideas for every paragraph:	
Paragraph 1	The equal influence between factors with students' factors in teaching speaking
Paragraph 2	The importance of teacher's speaking competence, and method and materials of teaching
Paragraph 3	Students' psychological factor in learning speaking
Paragraph 4	Concluding comment

Based on the above finding, we constructed simple background, as presented in the following part.

Teachers and students give equal influences to the successful of speaking teaching learning process inside classroom. Teacher's method, material, even personal style and attitude give the influence. Students' attitude, view point, and previous knowledge and skill also give influence. A teacher and students seem to be partner in a classroom teaching learning. They should give equal and positive influence to classroom speaking teaching learning.

Teacher's speaking competence, and method and material of teaching are dominant factors for the successful of teaching speaking. Speaking is about verbal skills which is very fragile to built mistakes even error. En English teacher should have good at least ideal speaking competence. Mistake and error is a must consequence to learn a second language, but it must be minimized. Good competence of speaking of a teacher could minimize the potential errors given to students. Teacher's method and material of teaching speaking also influence the successful of teaching speaking. Verbal practice is one of difficult activities in learning a second language. Researcher will investigate teacher's speaking competence and the influence to speaking classroom teaching learning.

indirectly when the researcher will be in process. Students' philological condition probably influences their intention to join and follow speaking teaching learning. We will search students' feeling and thinking problems with English speaking subject.

An English teacher and students give similar or equal influence to the successful of teaching speaking condition. They are actually partner to build conducive and meaningful teaching speaking. I think it is logic and scientific to investigate all factors of teacher and students that influence classroom speaking teaching learning.

Information Report Genre

An information report is a piece of text that presents information about a subject. You would use this type of text if you had to give a lecture on a topic or writer about such things as computers, sport or natural disasters. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities. The generic structure consists of (a) opening statement, (b) a series paragraphs about the subject, and (c) a conclusion signaling the end of the report. The language feature consists of (a) technical language related to the subject, (b) generalized terms, and (c) use of the timeless present tense.

Table 3.3: The finding on information genre

Research title:	Improving Speaking Skills by Using Role Play to the Eleventh Grade Students of SMK N 1 Pacitan in the Academic Year 2015-2016
Research design	Experiment
Ideas for every paragraph	
Paragraph 1	The successful of role play application to improve students' speaking skills
Paragraph 2	Students' previous speaking skills
Paragraph 3	The process of role play application
Paragraph 4	The subjects' speaking skill after the application
Paragraph 5	Conclusion

Based on the above finding, we constructed simple background, as presented in the following part.

Role play technique is proven effective to improve speaking skills of eleventh grade students of SMK N 2 Pacitan in the academic year 2015-2016. Role play could gain the problem and purpose of this research. I propose problem about students' speaking skills. This research also has purpose to improve students' speaking skill through treatment by using role play. The role play technique is effective and efficient enough to be used. It does not require complicated activities for speaking teaching learning. Even, inferior teacher and students could apply it easily. It also encourages teacher and students to be creative. In this case, I was the teacher because I taught them in this research.

I found that students had low speaking skill competence before carrying out this research. It is proven and reflected by students' pres-test results. Students had low pronunciation. They got confused to arrange their utterance verbally. They also had minimum vocabulary mastery. I also found another speaking low competence that could be read in the findings and discussion part of this research report. Not only about speaking competence, but also students had problem with personality performance. Most of them got unconfident feeling.

The application of role play for the treatment was carried out into 3 steps. Every step has unique or different action to one another, but they are not out of the research topic. The first step of the treatment concerns to the improvement of basic pronunciation and grammatical skills. The second treatment concerns to improve students' confident of speaking The last treatment concerns to improve students' skill of developing ideas in practicing speaking by using role play technique.

Students' got improvement for all aspect of speaking skill problem detected in the pre-test. Students could improve their basic skills of pronunciation and spelling. They could recognize the appropriate English spelling. They also could deliver their ideas in a good sequence of verbal grammar skill. On the other hand, they also has ideal confident to present their material verbally by using role play. There are also other improvements that could be read in the data findings and discussion.

Based on the research process, findings, and discussion, I conclude that role play is very effective to improve students' speaking skills. The natural character of role play makes it easy to be modified, developed, and applied English speaking. It also trains students' confident of practicing speaking. One importance notice is that the material and scenario of role play application needs to be given more attention by teacher. It must be suitable with students' level of age and verbal competence.

Exposition Genre

An exposition is a piece of text that presents one side of an issue. If you have ever tried to persuade someone to believe something or if you have argued with someone, then you have used the

exposition text type. The purpose of an exposition text is to persuade reader or listener by presenting one side of an argument. The generic structure consists of: (a) introductory statement in title (this should deleted for a research background), (b) series of arguments to convince audience, and (c) conclusion reinforces the author's point of view. The language feature consists of (a) the use of words that show the author's attitude (modality), (b) the use of words that express feelings (emotive words), and (c) the use of words to link cause and effect.

While many of these tales weren't told specifically for children it is almost certain that they too would listen and enjoy as well as develop respect for certain elements described in the stories.

Folk story challenges students to understand the whole story. One of folk story characteristics is continued ideas or story from the beginning till the end of the article or text. When students were reading the first paragraph, they felt to be challenged to continue to read the next paragraph. It encourages students to be curious readers. Sometimes, they did not realize that they had

Table 3.4: The finding on exposition genre

Research title:	Increasing English Reading Skills by Using Folk Story to Fifth Grade of Elementary Students
Research design	Experiment
Ideas for every paragraph	
Paragraph 1	Paragraph 1: Folk story is acceptable to increase English reading skills to young learners
Paragraph 2	The natural character of folk story
Paragraph 3	Students' psychological interest to folk story
Paragraph 4	The evidence based on research
Paragraph 5	Conclusion of author's point of view

Based on the above finding, we constructed simple background, as presented in the following part.

Folk story is an interesting and effective to be applied to increase reading skills for young learners based on my research findings and analysis. Folk story is an interesting media for elementary students to train their reading skills. They forget negative assumption about reading as a difficult activity. It is also effective to increase students' reading skills. It is caused by the fact that they are interested in the natural character of folk story.

Interesting natural form of folk story gives real benefits in this research which could be also applied for general and specific English teaching reading activities. Traditional folk tales were the oral tradition of adults. Stories about peoples' lives and imaginations as they struggled with their fears and anxieties by telling tales. Probably helped them to better be able to struggle with them in real life.

finished their reading activities. It also makes them become easy to understand the ideas of the text.

I found that folk story could improve students' macro skills and micro skills. It is proven by the result of pre-test and post-test. The graphic of students' score increases from pres-test to post-test. It also improves more detail of reading micro skills. The improvement shows its consistence result.

I conclude that folk story is effective to be applied to improve reading skills to young learners especially for elementary students. It natural character of interesting gives valuable helps. It is worth enough to be continued for the further researchers.

CONCLUSION

We conclude some points from the discussion above. First, actually, there are no fix limitations to build a research background. We argue that

a research background just needs to fulfill the requirements of logic and empiric. Second, those 4 genres could be applied as alternative ways to write a research background. Third, if we have decided to write a research background based on a genre guidance, we must be consistent to follow its rules till the end of the background. The last, a research background actually reflects a researcher's personality style, research necessary and orientation.

REFERENCES

Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

Ghaith,G. 2002. Writing. Available at: http://www.nadasisland.com/writing. Accessed on April 16, 2016

Harmer, Jeremy. 2004. *Genre and Second Language Writing*. Michigan: University of Michigan Press.

Jacobs, Holly. D. S. A. Zingraf., Rwormuth, D. V. F. Hartfiel, & J. B. Hughes. 1981. *Testing ESL Composition: A Practical Approach*. Tokyo: Newbury House Publisher Inc.

Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc.Graw-Hill.

O'mally, J. Michael and Pierce, Lorraine Valdez. 1996. *Authentic Assessment: for English language learners*. New Yorkl Addison Wesley, Inc.

Richard, Jack, C, and Willy A. Renandya. 2010. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J, C. Renandya, W.A. 2003. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Salim. 2006. *Teori dan Paradgma Penelitian Sosial*. Yogyakarta: Tiara Wacana.

Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.