CHAPTER I

INTRODUCTION

This chapter provides an overview of the research. It is divided into seven sections: research background, research questions, research purposes, research significance, conceptual framework, hypothesis, and previous studies.

A. Research Background

Writing is one of the most crucial abilities that English students must learn since it gives them the opportunity to communicate with people all around the world. Writing is a fundamental language skill because it involves the process of learning, discovering, growing, and improving language skills (Astuti, Arso, and Winati, 2015). Writing is essential since it is widely employed in the industry and in higher education. According to Dalman (2016), writing is a method of communicating ideas to create a comprehensive and meaningful discourse. Writing may be characterized as a means of expressing thoughts; mind content; or symbols and feelings that are felt which will form words and then sentences, followed by paragraphs, and will form an essay that is follows the author's thoughts. Through writing, students can achieve many things related to English in an educational context, such as writing stories, reports, letters, and so on. Furthermore, these qualities can provide value in real life and are essential in teaching and studying English. It is supported by Carter's (2002) statement cited in Alisha, Safitri, Santoso, and Siliwangi (2019) that writing is crucial for both professional and personal success since it allows others to assess our level of thinking according to what students write and how they write it.

Based on the curriculums, senior high schools were given directions to write narrative, descriptive, procedure, recount, report, and news item text. According to Hornby (1995) as cited in Lubis (2016), "Narrative is a description of events, especially in a novel or story, the act or process of feeling a story". The narrative text has the widest range to writing the imagination and creativity of students' minds. They can express the idea about what was in their mind through writing

narrative text. Therefore, the researcher chose this text to help enhance students' writing skills for the reasons mentioned**.**

Nevertheless, based on the researcher's preliminary study with some university students who have carried out internship program practice (Praktik Pengalaman Lapangan) in SMAN 26 Bandung, many high school students suffer with English writing, specifically narrative texts. The difficulties that students experience can be attributed to a variety of factors. Based on Falihah, Rahmawati, and Baihaqi's (2022) statement, EFL students struggle with constructing the right sentences, utilizing acceptable tenses, and using the right vocabulary, and having difficulties expressing ideas. This explanation is representative of the actual conditions at SMAN 26 Bandung. It was discovered that the majority of students had the same difficulties, specifically a lack of understanding of how to apply changes in tenses. Furthermore, they have a prohibited vocabulary, which influences how they write down the thoughts that come to them. They simply understand what words they hear frequently.

Referring to the statement above, there is one way to overcome the impediments. To prevent it, methods and approaches that engage students' attention and motivation are essential. Furthermore, it might stimulate their creative thinking. Sarinten (2010) as cited in Zukhrufy (2019) states that teachers should prepare well before class to ensure that the material they provide to the class is simple for the students to understand. To support it, several learning approaches can be carried out by the teacher, one of which is the genre-based approach. Byram (2004) as cited in Luu (2011) described that the genre-based approach provides a framework for teaching a language based on examples of a specific genre. The goal of the genre-based approach is to provide framework support so that students may produce meaningful passages. It encourages the explicit teaching of English to students using a variety of genres in a step-by-step way (Description, Narrative, report, essay, etc). In addition, this approach can focus students in the context of a particular material. According to Truong, (2017) the genre-based approach encourages students to write with a clear emphasis on the vocabulary and syntax that define each genre while also acquainting them with

the various schematic forms. Along with the principles, it reinforces the opinion that the genre-based approach was suitable for writing's teaching-learning process. Thus, this approach may assist students to become more proficient in reading, speaking, listening, and writing. In addition, it can help them to become more proficient in grammar and vocabulary.

In order to measure how effective this method was, many researchers have examined this approach. The first study came from Wijayanti, Nurkamto, and Sulistywati (2018). They explore into the use of a genre-based approach (GBA) in English instruction and how it affects the quality of the teaching and learning process. According to the findings, GBA helps positively the teaching and learning process. The second study is from Dirgeyasa (2016). This study explains how a genre-based approach to teaching and learning writing can benefit students with poor competences and low motivation by moving them from very easy or dependent steps to independent ones. The third study from Solehah, Wijayanti, and Rachmawati (2019). This study discovered that the Genre-Based Approach influenced positively the student's writing. Their writing scores improved after being taught utilizing a genre-based approach.

In reference to previous similar studies, there have been much research about the application and utilization of the genre-based approach to writing instruction. Nevertheless, this study differed from previous research in several ways. First, these previous study has focused on the Genre-Based Approach's positive outcomes. As a result of the beneficial findings from related topics, this study utilized a genre-based approach implementation to improve writing-teaching quality. Second, this research examines folktales (fiction) as a type of narrative text. Lastly, this research has never been examined in SMAN 26 BANDUNG.Therefore, this research quantitatively focus on improving EFL students' writing skills through Narrative Text using a Genre-based approach.

B. Research Questions

Based on the background research, the researcher developed the following research questions:

1. What are EFL Students' narrative text writing skills before applying a Genre-Based Approach?

2. What are EFL Students' narrative text writing skills after applying a Genre-Based Approach through Narrative text?

3. How significant is the difference between EFL students' narrative texts before and after applying the Genre-Based Approach?

C. Research Purposes

From the research questions above, this research aims to achieve the following goals:

1. To find out EFL Students' writing skills before applying a Genre-Based Approach through Narrative text.

2. To find out EFL Students' writing skills after applying a Genre-Based Approach through Narrative text.

3. To determine the significant difference between EFL students' writing skills before and after using the Genre-Based Approach through Narrative Text.

D. Research Significance

The researcher hoped that this research would assist English teaching and learning. It has two major significances:

1. Theoretical Significance

This study provides guidelines on how to determine the best approach for teaching writing.

2. Practical Significance

a. For the students

The findings of this study can be utilized as a guide to educate students about narrative texts using a genre-based approach.

b. For the teachers

The findings of this study may simplify the teacher's duty of introducing narrative texts to EFL students.

E. Conceptual Framework

This study investigated a conceptual framework composed of theories that are closely integrated to show how those theories interact with one another so that they can enhance the writing abilities of EFL students.

Writing is one way to communicate globally. Through writing, people can devote what they want to write. To improve their writing skills, there is a handful topic of writing skills they need to learn; it is narrative text.

A narrative text tells a story in order to entertain or educate the reader or listener (Anderson, 1997). The use of Narrative text is when you tell something that happened at school or work to kinds of friends or parents and others, letting them know and feel what a writer feels at that time. Thus, a narrative text is a type of text that tells a story of someone or something that happened, and it can be also the writer's experience or imagination.

To achieve the learning objective, an appropriate teaching approach is required for writing. It suggests that a teacher should employ effective methods to increase students' enthusiasm for studying English. One of the engaging exercises in writing classes that will boost students' writing skills is communication. Since narrative text is a writing activity that requires interaction between teachers and students as well as with their peers, the genre-based approach is the most suitable method to use. According to Feez and Joyce (1998), the genre-based approach is a methodology that is intended to help with language acquisition as a social activity. The method of instruction uses a genre-based approach, which involves collaborative student and teacher building and scaffolding. Burns (1999) states that scaffolding and collaborative construction, in which students and teachers collaborate to make something new or improve something already existent, are included in the approach's learning technique. Through this approach, students will receive a significant amount of assistance from their peers as well as the teacher to assist them in improving their writing skills through discussion and brainstorming. The illustration shown in the figure below:

Figure 1. 1 The Hyland's Model of Genre Teaching and Learning Cycle
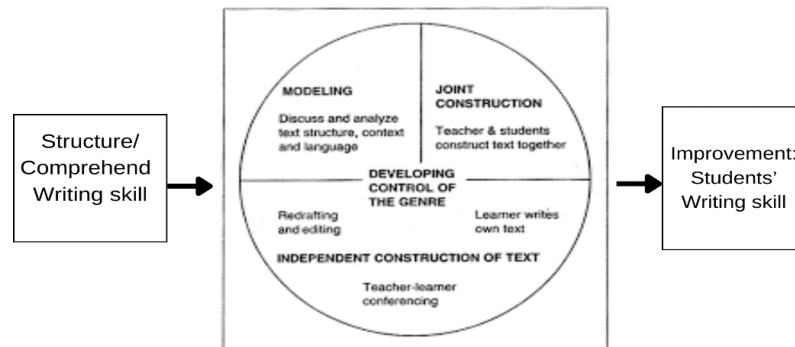
F. Hypothesis

A hypothesis is a short-term solution created for a problem whose solution's validity is uncertain. The outcome of the evidence that has been gathered and tested determines whether a hypothesis is true or not. In a quantitative analysis, the hypothesis is represented as follows:

Ha: The use of genre-approach through narrative text is improve students' essay writing skills.

H0: The use of a genre-based pproach through narrative text does not improve students' essay writing skills.

G. Previous Studies

The first study was came from Falihah et al, (2022). This study examines the challenges that EFL students have when producing narrative texts and identifies the factors that contribute to these issues. The case study method was applied in the qualitative research. This study included tenth-grade students from a public high school in Serang, Banten Province. According to the findings, the most common challenges students have when writing narrative texts are (1) constructing proper sentences, (2) utilizing acceptable tenses, (3) using appropriate language, and (4) developing ideas. Meanwhile, the elements influencing students' difficulty in writing narrative essays are include a restricted vocabulary and an inability to compose structured sentences in English. Then, the factors that cause students to struggle while producing narrative texts, such as a restricted vocabulary and an inability to understand grammar correctly.

The second study was conducted by Gintings (2020). This study examined the promotion of a genre-based approach to writing skills among EFL students in Indonesia. This study does not focus on the implementation scores and text choices but on the content and social function of using a genre-based approach for EFL students. From his research, the researcher found three benefits. First, a genre-based approach offers students the opportunity to learn language skills practically, so they are best prepared to interact with others in social situations. Second, although writing the English language is not students' first or second language, genre-based approach gives them writing confidence. Additionally, well-planned and detailed cycles of writing tasks help children develop their confidence. Thirdly, genre-based approach helps students develop their critical thinking skills while studying and writing in English. The researcher would like to come to the conclusion that the genre-based approach can be a successful strategy to develop students' writing skills in Indonesian or EFL environments based on the advantages discussed in the paper.

The third study from Wicaksono, Sulistyaningsih, and Syakur (2022). This study used a genre-based approach with the objective of improving students' skill in writing. Genre-based approaches (GBA) can be applied to teach writing and assist students in producing more successful works. This research was conducted at MTs Unggulan Al-Jadid, Sidoarjo, East Java, Indonesia. Based on the outcomes of the writing exam the students took after completing GBA, it might be stated that GBA increased their ability to generate text. It should be mentioned that the test results got better with each round. Before the introduction of GBA, students' writing proficiency was below average. The author gives some notes in his research: it is advised that English teachers employ the genre-based approach since the authors have found that doing it enhances students' capacity to produce texts that are suited for the various genres. Then, they show more discipline, manage their time wisely, keep composure in class, and more carefully select word choices they used when writing.

This research discovered similarities between the present research and previous studies. The similarities were the effectiveness of genre-based approach and narrative text as writing context. Meanwhile, the gap found were the geography,

research participants, and research methods. Previous studies have been carried out utilizing senior high school and junior high school students in Banten, Indonesia, and Sidoarjo as the research participants. The research methods used were case study and classroom action research. In contrast, the current study uses Bandung as the research area and senior high school students as research participants. The pre-experimental study is also used as a research method in this study.