CHAPTER I
INTRODUCTION

This chapter will discuss several points: background, research questions, research purposes, research significance, research framework, and previous studies.

A. Background of The Study

This research attempts to analyze Indonesian EFL students' recount texts as the products of a genre-based writing class. The importance of this research is to find out the quality of students' recount text whose teacher uses the Genre Based Approach when teaching. This research is conducted in an Indonesian EFL class in one junior high school in Ciamis.

Brown (2000) in Iriana (2018) argues that language skills have four components. They are listening, speaking, reading, and writing. Each of these skills relates to one other. Writing is a language skill that is used to communicate indirectly. In writing, a person must be skilled at developing new ideas in every paragraph well and skillfully exploiting and using grammar and vocabulary (Asni & Susanti, 2018). Therefore, aspects of grammar in writing cannot be eliminated.

One of the writing texts which must be produced by students in junior high school is a recount. A recount is one of the texts that tell what happened in the past to their audience (Sitorus & Sipayung, 2018). It means students must be able to write and tell their experiences well after learning to recount text. Students must pay attention to the generic structure such as orientation, event, and re-orientation in writing a recount text. Besides, Nafisah and Kurniawan (2007) in Nurohmah (2013) argue that students must apply language features in writing their recount text including specific participants, a circumstance of time and place, first-person, additive conjunction, material process, and past tense.

Comparing the other three skills, writing is considered to be the most difficult skill to be mastered. It requires the writers' attention to expressing and developing ideas, using correct grammar, punctuation, spelling, and vocabulary. Writing involves several components which have to be considered

while a learner is writing. Based on Richard and Renandya (2002) in Octavia (2018), the difficulties in writing are (1) organizing ideas using the right choice of vocabulary and (2) putting the ideas found appropriately into the text. The difficulties of writing are also experienced by most Indonesian EFL. A preliminary study was conducted on January 2022. The researcher got the recount text writing results of 9^- grade students of a junior high school in Bandung, West Java from the teacher who used the Genre Based Approach when teaching. According to interview with the English teacher in MTs Ujungberung sometimes students feel hard to write their own text because of some factors. First, their vocabulary mastery is still limited, so they are confused about what they should write. Second, they still do not understand the text's writing components that must exist.

Regarding those problems, the researcher thinks the academics use a Genre-Based Approach to teach in the class. The genre-Based Approach can improve the student's achievement in the writing of content, organization, and language use and also the classified the students' score in writing (Octavia, 2018). Therefore, the research is conducted to investigate problems in the recount text writing of students whose teachers use GBA in recount text writing class.

There are some studies related to students' writing and teaching using genre-based approach. The first is Ardiansyah (2017) who investigate teachers' perceptions on the process of genre-based approach in teaching writing. The findings showed that genre-based approach is very relevant for Indonesian students. In addition, the use of GBA (Genre-Based Approach) in teaching English provides development for teachers in teaching competencies, and improve students' proficiency in the language. When students learn the content of the text, their language skills are developed, and mastery of vocabulary and grammar also increased. And Cahyono (2017) also found that there is a significant effect of genre-based on the students' writing achievement, covering four writing components: organization, vocabulary, grammar, and mechanics.

The last is Rusmawan (2017) who investigated GBA to teach writing descriptive text. The finding shows that using genre-based in teaching writing gives a good effect. The teacher carried out the opening teaching activities, asking students' conditions, checking attendance, and giving information about the material. The teacher also presented the main teaching activities and closing teaching activities.

Many studies have shown that Genre Based Approach is a genre suitable for writing classes. Therefore, this current research is conducted to investigate problems in the recount text writing of students whose teachers use GBA in recount text writing class. The research is also expected to give a valuable contribution to genre-based teaching and learning English, especially in teaching writing.

B. Research Questions

From the description above, this research is intended to answer the three following questions:

1. How is the students' understanding of generic structure reflected in their recount texts?
2. How is the students' understanding of linguistic features reflected in their recount texts?
3. How are the students' writing skills in general?

C. Research Purposes

From the research questions above, this study is aimed at obtaining the three following purposes:

1. To analyze the students' understanding of generic structure reflected in their recount texts.

2. To analyze the students' understanding of linguistic features reflected in their recount texts.

3. To reveal students' ability in writing recount text in general.

D. The Significances of the Research

This research is conducted to analyze students' understanding of the generic structure, and language features reflected in their recount texts, and also to determine the quality of their writing whose teachers used a genre-based approach. And this research is expected to be a source of information regarding students' recount texts using a genre-based approach in class.

Theoretically, this research can help teachers find out whether teaching using genre based approach can help students better understand generic structures and language features in writing recount texts. Moreover, this research is expected to help students know their structure and language feature errors in writing recount texts and help the teacher to find out whether using genre-based increases students' understanding and makes it easier to write recount text.

E. Research Scope

To collect research data, the researcher limited the study's focus to only analyzing the students' writing results, namely recount text, on the extent to which they were able to write and analyze the accuracy of generic structures and language features.

F. Conceptual Framework

According to Brown (2001) in Masitoh & Suprijadi (2015), writing is a thinking process. Furthermore, Brown states that writing can be planned and provided with an unlimited number of revisions before release. According to Asni & Susanti 2018, writing is a productive skill. Being productive is an activity that can produce something positive. Flynn and Stainthorp (2006:55) state that writing has a communicative function. Writing is an activity when someone selects and organizes their ideas into written statements to communicate with others. Most writing activities are indirect communication such as putting letters, symbols, numbers, or words on paper or a computer screen.

A recount text has functions to tell what happened in the past to their

audience (Sitorus & Sipayung, 2018). Recount has linguistic features and generic structures. According to Boardman 2008 in Asni & Susanti (2018), the language features usually found in recount text are:

1. The use of nouns and pronouns to identify people, animals, or things involved.
2. The use of the verbs to describe the events of the past.
3. The use of past events related to the speaker or researcher`s time.
4. The use of conjunctions and connecting times of event sequence.
5. The use of adverbs and adverbial phrases to describe the place and time.
6. The use of adjectives to describe nouns.

There are three parts of the generic structure of the recount text, namely orientation, events, and reorientation. According to Eggins (1994) in Iriana (2018), generic structures or schematic structure has three steps: beginning-middle-end.

In writing, students will find difficulties and find some errors (Dirgeasa, 2016). The error is a deviation from grammatically correct because someone does not understand the rules of grammar (Asni & Susanti, 2018). To reduce errors in writing recount text, the teacher must find the right genre for writing recount text class. Many researchers say that the genre-based approach is one genre that is suitable for writing classes. A genre-based approach to teaching and learning writing seems to be relevant for students with low competencies and low motivation (Dirgeyasa, 2016). It guides the students to write from very simple or dependent steps to independent steps. It also promotes and facilitates the student finally to learn in an autonomous learning way. The genre-based approach is suitable not only for academic settings but also for professional settings.

The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001) in Masitoh & Suprijadi (2015):

1. Building knowledge of the field (BKoF)

   This stage focuses on building up a shared experience and cultural context about the topic of the text.

2. Modeling of text (MoT)

    This stage focuses on introducing a particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of the field.

3. Joint construction of text (JCoT)

    In this stage, the teacher and students work together to construct texts that are similar to the text that has already been learned in the previous stage.

4. Independent construction of text (ICoT)

    In this final stage, students are ready to work independently to produce their text within the chosen genre.

G. Previous Studies

There are several types of research regarding the analysis of Indonesian EFL students' recount texts as the products of a genre-based approach to writing class. The first one was carried out by Ardiansyah (2017). In this study, the researcher investigates the teachers' perception of the process of genre-based approach in teaching writing. This study is expected to know the teachers' perceptions and problems with the process of implementing a genre-based approach in teaching writing to improve students' proficiency in English writing. This study employed descriptive qualitative design since it focuses on the implementation of a genre-based approach in teaching writing covering the perspectives, problems, and solutions toward the implementation of a genre-based approach in teaching writing. The data were obtained by using two techniques, namely an open-ended questionnaire, and a semi-structured interview. The participants of the study are two teachers at one of the private Islamic senior high schools in Kawali, Ciamis, West Java, Indonesia. The data were collected and analyzed using a model of triangulation process by M.B. Miles & A.M. Huberman (1994) consisting of data reduction, data display, and conclusion. The findings showed that the teachers are suggested to apply an approach-based genre in teaching English writing. The genre-based approach is relevant to Indonesian learners. In addition, the use of GBA (Genre-Based

Approach) in the teaching of English provides the development of the teachers' teaching competency and students' language proficiency. Students' language skills are developed and their mastery of vocabulary and grammar also increased.

Secondly, a research was conducted by Cahyono (2017) Effect of Process-Genre Approach on The Indonesian EFL Writing Achievement Across Personality. This study aimed to investigate the effect of the process-genre approach on the EFL students' achievement in writing report texts across personality: extrovert and introvert. This study is a quasi-experimental study involving 56 EFL students of Junior High School 3 at Koto, Singkarak, West Sumatra, Indonesia. The data were gained from the results of the post-test administered to the experimental and control groups following the completion of the treatment. The students' writing products were analyzed and compared by using an independent t-test at 0.05 level of significance. The findings of this study indicate that students who learn to write report text using a genre-based approach, and the results of students' writing are better than those who learn not using a genre-based approach. This study also found that the genre-based approach effectively improved the four aspects, namely organization, vocabulary, grammar, and mechanics. In terms of student personality, it can be concluded that there is no significant difference in writing achievement students who are taught using genre-based approach.

Third, the study is written by Rusmawan (2017) Genre-based Approach to Teach Writing Descriptive Text. This study aims to discuss how teaching and learning activities are carried out using a genre-based approach in teaching writing descriptive texts in junior high schools. This study was conducted in the classroom of VII-1. Therefore, the appropriate design was a qualitative research design. The subject of the study was the English teacher and students. To collect the data, the researcher used observation and interview. The result of this study during the implementation of teaching activities with a systematic lesson plan showed that the teaching-learning process of descriptive text at the junior high school level was effective in certain aspects. The teacher explained

the material deeply and clearly because the teacher had attempted to provide meaningful input to the student. So, it makes students easy to understand the material and easy to write descriptive text.

This current research is different from previous studies. The previous studies focus on implementation and the effect of process-genre based. This current research is conducted to investigate problems in the recount text writing of students whose teachers use GBA in recount text writing class at 9th students of junior high school in Bandung. And to determine the quality of their writing whose teachers used a genre-based approach.