

CHAPTER I

INTRODUCTION

This chapter presents basic research information covering: the research background, research questions, research purposes, research significance, conceptual framework, and previous studies.

A. Research Background

Teacher plays an important role in language teaching, they are facilitators for their pupils (Harmer, 2007). Teachers have to build their classroom atmosphere to be positive, engaging, and stimulating. Various teaching methods or approaches will support the teacher in teaching English as a Foreign Language (EFL) (Hardiatinur, Murni Mahmud, 2019). Teaching EFL needs an appropriate approach because students learn a new language and its components (Brown, 2000). There are several language components to be recognized and mastered by students when they begin to learn a foreign language, including English: grammar, vocabulary, and pronunciation (O'Grady & Dobrovolsky, 1997). In fact, learning a foreign language is not only mastering its components but also learning to use them for communication (Pujiyanti & Zuliani, 2014). Both written and spoken communication takes place when English as a foreign language (EFL) is used appropriately.

Mastering written communication is believed more complicated than mastering other skills (Derewianka, 1992). Most students were not interested in writing English because they had limited vocabulary. Students have to master grammar, vocabulary, and schematic structure in writing (Pham & Bui, 2021). In one study conducted by Damayanti et al (2023), she found that critical reading influences students to generate ideas for writing. Hence, comprehending the lexico-grammatical of a genre is essential for constructing ideas in writing, since it must be coherent and cohesive (Damayanti et al., 2023).

Sari (2019) in her study mentions that these days students are rarely interested in writing subjects, and most of them have difficulty in writing because they lack knowledge about grammar and vocabulary. Losing track of how to start writing and

find a topic is also one of the reasons why students are less interested in it (Gani et al., 2022).

To generate students' enthusiasm for writing, the teacher needs an appropriate approach to teaching writing (Brown, 2000). There are three known approaches to teaching writing based on Harmer (2007): process-based approach, product-based approach, and genre-based approach. Process and product-based approach takes time to do and the students should focus on the process and product instead of understanding the social function of a text. Genre-based approach (GBA) is considered as the newest approach in teaching writing among those approaches (Harmer, 2007).

The present study focused on GBA because it is believed that this approach is appropriate to be implemented in writing English to encourage students to participate actively in the class. GBA focuses on the whole text instead of the sentence. Genre-based approach related to culture and community as well as the use of language in context (Hyon, 1996). In systemic functional linguistics theory, language is considered as a source of meaning-making (Jones & Quinn, 2014). It is essential to learn language in context since language is used to make meanings (Derewianka, 1992). GBA encourages the students to join a particular discourse community, it is useful to understand the social purpose and text organization of the target text (Kay & Dudley-Evans, 1998). The students can explore the target text based on its context because GBA promotes flexibility and creativity (Halliday, 1994). Recognizing the text organization and language used in various genres is beneficial for EFL learners to improve their writing skills. Genre-based approach is appropriate for students of English for specific purposes as well as general English, even at low levels (Harmer, 2007).

Several researchers have conducted the same topic as this study. A qualitative study was conducted by Sari (2019), a case study by Ramadhani et al (2022), a descriptive qualitative study by Silalahi (2021), a mixed method by Pham and Bui (2021), and two classroom action research studies by Yasin (2023) and Wicaksono (2022). Those studies aim to improve the writing skills of EFL students by using a genre-based approach. The researchers used different genres such as descriptive,

narrative, recount, and expository text. Based on data in their studies, the results showed that the genre-based approach was successfully implemented. There was an enhancement of students' scores significantly when they applied GBA in writing.

This study aims to apply the genre-based approach in teaching writing procedural text to tenth grade. The aim is similar to the previous research which applies genre-based approach in teaching writing. However, to fill the gap of the research, this research is different in types of genre text, activities which used technology, research site, and the method used for this research. This research focuses on procedural text and was conducted at SMAN 26 Bandung using a case study as the design of the qualitative study in the research.

B. Research Questions

Based on the problem in the research background, the study provides three research questions:

1. How is the process of teaching writing procedural text using genre-based approach?
2. How does the genre-based approach enhance students' writing skills?
3. What are the students' perceptions toward GBA used by the teacher in their writing skills?

C. Research Purposes

Derived from the research questions above, the study has three aims:

1. To know the process of teaching writing procedural text using genre-based approach.
2. To know the enhancement of students' writing skills using genre-based approach.
3. To know students' perceptions toward GBA used by the teacher in their writing skills.

D. Research Significances

Theoretically, the result of this study is expected to be beneficial for adding knowledge about an approach to teaching writing especially for EFL teachers. This

study can motivate teacher to improve the quality of their teaching in the classroom. Practically, the study gives significance to several parties: EFL teachers, learners, and school managers. The study enriches teachers' pedagogical knowledge. It provides information for teachers about the effective learning process in teaching writing, primarily procedural text. The teachers can evaluate whether introducing the strategy to the students results in good achievement in writing procedural text. The study also gives students the knowledge to improve their writing procedural text skills. As a result, the students are expected to understand the whole text and its context. At the end of the learning they can make a procedural text by themselves.

E. Conceptual Framework

Genre-Based Approach was introduced in the mid-1960s, it was derived from the theory of Systemic Functional Linguistics (SFL) in Australia (Hyland, 2007). Derewianka and Jones (2016) categorized seven main genres based on their social purposes: stories, recounts, information reports, explanations, arguments/expositions, responses, and inquiry reports. According to Hammond (1992), Genre-based Approach (GBA) has four cycles, they are, building knowledge of the field (BKOF), modeling of text (MOT), joint construction of text (JCOT), and independent construction of the text (ICOT). GBA focuses on students' comprehension to produce a selected genre of text. The approach is beneficial for students and teachers because it helps them understand the whole text and the use of language (Cope & Kalantzis, 2011). The cycles of GBA need techniques to success in students' comprehension in writing a text such as brainstorming, exploring ideas, peer editing, and rewriting. The approach is student-oriented. The students can actively participate in the learning process.

There are twelve genres of text that are learnt by senior high school in Indonesia they are, recount, report, discussion, explanation, narrative, procedural, news item, exposition hortatory, description, exposition analytical, anecdote, and review (Haryanti & Sari, 2019). In tenth grade the students will learn procedural text. This research will apply genre-based approach to teach writing procedural text. The stages of GBA is appropriate to apply in writing activities.

Procedural text is a text that explain how to achieve something through steps in a sequence (Noviati et al., 2022). It can be found in daily-life, for example, a manual book of cell phones, rules of games, a recipe book, instructions of furniture, and a science experiment. The students should be familiar with procedural text because, subconsciously they can find the text in their life. Hence, they have to be taught by using an appropriate approach to make them easily grasp the social function of procedural text.

There are three parts generic structure of procedural text: goal, materials, and steps (Lubis & Hasibuan, 2020). Goal, it contains the purpose of the text. Materials contain what students need to make something, it is usually in a listing. Steps contain the step of the action or how to make something in a sequence.

Based on those theories, Genre-Based Approach in teaching writing a procedural text is chosen to be researched.

F. Previous Studies

Five previous studies were conducted. First, Silalahi (2021) “The implementation of genre-based approach in teaching writing text for tenth grade at SMA Yayasan Pendidikan Mulia” which is aiming to find problems those are faced by the teacher in teaching writing skills using Genre-Based Approach approach at SMA Yayasan Pendidikan Mulia. This study was conducted by using descriptive qualitative design. The result is there are three main problems: difficulty in managing the class, the teacher did not monitor during the students worked in a group, and student’s difficulty in understanding the whole text because of they were lack of vocabulary.

The second study was conducted by Ramadhani et al (2022). The study aims to investigate the implementation of genre-based approach in writing recount text at senior high school in Bandung. This research belongs to case study. The result shows that the students can construct a recount text independently and there is a significant development of students’ writing skill.

The third one is “Genre-based Approach to Writing in EFL Contexts” which was conducted by Pham and Bui (2021). They conducted the study in Vietnam. They found that the students had difficulty following the fixed move-step structure,

and they also faced challenges of lexico-grammatical usage for the expository. Hence, the study suggests some implications for applying a genre-based approach to writing for EFL teachers and students and suggests further research.

The fourth one, a mixed-method study was conducted by Nagao (2022). This study aims to explore the effects of employing GBA in descriptive writing on understanding text structure and ideational, interpersonal, and textual among Japanese EFL learners. The result shows there are improvements in lower-proficiency and novice EFL learners' skills in writing a descriptive report.

Last, a pre-experimental study was conducted by Nashfati (2023). The result shows there is a significance difference between before and after applying genre-based approach through narrative text. The study concluded that genre-based approach is an appropriate approach to improving students' writing skill

Based on the previous studies above, there is also a similarity and difference between the previous studies and this research. The similarity between the previous studies and this research is to investigate the implementation of genre-based approach in teaching writing. The difference is this research is a qualitative study that uses a case study as the design and focuses on students' ability to write procedural text. This study was conducted in tenth grade at SMAN 26 Bandung.

