# CHAPTER I
## INTRODUCTION

This chapter presents the foundation and general outline of the research which consists of the background of the research, the research questions, the purposes of the research, the significances of the research, and the clarification of the terms.

## 1.1 Background of the Research

Teaching writing is important in a view of the fact writing is considered as one of the essential English skills that students, especially EFL students, should master. According to Graham and Alves (2021), writing helps students develop their communication skills in the new language, both in terms of accuracy and fluency. In addition, writing also enhances students' critical thinking and communication abilities which are vital for academic achievement and future career success (Hammer, 2004). In Indonesian context, writing text provides opportunities for students to interact with various genres which can expose them to a variety of language styles, vocabulary, and cultural aspects (Sari & Fitriani, 2019).

However, non-native English speakers, especially EFL students, tend to face problems that affect their writing ability due the tedious teaching method (Megawati & Anugerahwati, 2012), the lack of writing experience (Wahyuni & Umam, 2017), as well as the lack of knowledge about grammar and content organization (Toba et al., 2019). Regarding the issue, Masitoh and Suprijadi (2015) emphasize that by employing strategies in writing instruction, the issues with writing can be resolved. There are several writing strategies that teachers might employ to assist students in producing good writing and one of it is Genre-Based Approach.

Genre-Based Approach already had utilized since 1980s by the English teachers with the notion that students may gain knowledge from studying many forms of written texts (Ueasiriphan & Tangkiengsirisin, 2019). In Indonesia itself, Genre-Based approach had been adopted into the national curriculum since 2004 in

1

which students learn text-based English and encouraged to write a variety of text types in English (Emilia, 2011).

In accordance with that, there are numerous studies that focus on the implementation of GBA in teaching writing and prove that Genre-Based Approach is effective in improving students' ability in writing. Burgos (2017) reveals the efficacy of a genre-based approach to Exposition essay writing as Chile students' compositions got better following the intervention. In addition, research by Huang and Zhang (2019) showed that students have better writing performance in writing argumentative text, particularly in content and organization after getting exposed to Genre-Based Approach. Nagao (2019) also conducted research to investigate the changes in students' Discussion text by implementing Genre-Based Approach. The result showed that improvement in students' text, particularly improvement in the use of modal auxiliaries. In Indonesian context, there are also several research that reveal the implementation of Genre-Based Approach improve students' ability in writing texts (Fanani, 2018; Haeraji & Irawan, 2019; Ilham & Aminullah, 2019; Nurjamin & Nurjamin, 2017).

However, the research that focuses on the use of Genre-Based Approach to teaching Explanation text is still limited. Considering the problem, the current study implemented a Genre-Based Approach in teaching Explanation text to senior high school students in the eleventh grade to close the gap. The study is aimed at discovering the effect of Genre-Based Approach on senior high school students' ability to write Explanation text through case study using SFL. Moreover, this study also aims to find out students' opinions towards the implementation of Genre-Based Approach to teaching Explanation text.

## 1.2 Research Questions

Based on the background of the study, this research is intended to answer the following questions:

1.  What is the impact of Genre-Based Approach implementation to students' ability in writing Explanation text?

2. How are students' opinions toward the implementation of Genre-Based Approach in writing Explanation text?

## 1.3 Research Purposes

Considering the research questions provided above, the purposes of this research are:

1. To find out the impact of Genre-Based Approach implementation to students' ability in writing Explanation text.
2. To investigate students' opinions toward the implementation of Genre-Based Approach in writing Explanation text.

## 1.4 Scope of the Research

This study focuses on investigating the use of Genre-Based Approach to senior high school students' writing abilities of Explanation text in terms of schematic structure and linguistic features. In addition, this research focuses on eleventh graders in one of the state senior high schools in Bandung, West Java. Then, twelve writing products from six students are analyzed based on the schematic structure and linguistic features of the Explanation text using Systemic Functional Linguistics (SFL). Finally, students' responses toward the implementation of genre-based approach in writing Explanation text are identified.

## 1.5 Significances of the Research

The result of this study is expected to provide some benefits regarding the implementation of Genre-Based Approach in writing Explanation text, especially in theoretical, practical, and professional, as well as in terms of policy significance:

a. Theoretically, this study is hoped to provide new insights regarding the best practices in teaching writing for the better improvement of Genre-Based Approach in English writing classes, especially in writing Explanation.

b. Practically, it is expected that this study will provide general guidance for English teachers in developing the teaching and learning practice to improve students' writing skills using Genre Based-Approach and assist teachers in

considering Genre-Based Approach best practices in English writing classes the students are expected to be.

c.  Professionally, this research is hoped to be a good reference for other researchers who are interested in continuing the research on teaching writing through the Genre-Based Approach deeply. Furthermore, the students are expected to be more productive in writing essays. Specifically, developing the issue that is happening in writing form.

d.  In terms of policy, this research is hoped to give information to the curriculum developers and policymakers about the effectiveness of incorporating specific teaching methods for different text genres. This can lead to the alignment of teaching methodologies with then intended learning outcomes, ensuring that students are adequately prepared for various writing tasks and communication demands in both academic and real-world contexts.

## 1.6 Clarification of Key Terms

The terms below will be frequently used in this research. To avoid misconceptions and misunderstanding, the clarifications of the terms used in this research:

a. Writing

Writing, in the Genre-Based Approach, is a process of creating texts that adhere to distinct genre conventions and structure, aiding effective communication (Dudley-Evans & St.John, 1998). In addition, Emilia (2011, p.73) also states that writing is an activity that cannot be done at once. Students need to be involved in the writing process like the professionals do by brainstorming, revising, editing, and proofreading.

b. Genre-Based Approach

Genre-Based Approach can be defined as the way to teach language and literacy education that combines an understanding of genre and genre teaching together in the writing class (Hammond & Derewianka, 2001 as cited in

Tangpermpoon, 2005). Furthermore, Hyland (2007: 151) states that the genre framework provides students an explicit understanding of how target text is structured and why they are written in the ways they are.

c. Explanation Text

An Explanation text is a type of informational writing that aims to clarify or describe a concept, process, or phenomenon in a clear and concise manner (Culham & Coutu, 2016). This type of text is commonly used in educational, scientific, and technical contexts to convey complex information to readers who may not be familiar with the topic.

d. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is the social theory of language and regards language as a meaning-making resource through which people interact with each other in given situational and cultural context" (Emilia, 2014: 63). In addition, Systemic Functional Linguistics (SFL) in this study is used as the tools for text analysis as it allows for the description of linguistic features of texts in various subject areas by demonstrating how those features allow the text to mean what it does (Fang & Scleppegrell, 2008).

**1.7 Organization of the Paper**

This paper is divided into five chapters. Each chapter is separated into numerous subchapters that will be discussed more in the studied concerns.

a. CHAPTER I is the research's introduction. This chapter provides background for the research by highlighting the burning issue related to the research topic. This chapter also includes the research questions, research objectives, research importance, terms clarification, and paper organization.

b. CHAPTER II is the literature review. This chapter focuses on theories or related studies in linked topics. It gives the necessary theories for comprehending this research. The ideas offered in this chapter are centered on writing, Genre-Based Approach, Explanation text, and SFL theories

since the research is concerned with the Genre-Based Approach in teaching Explanation text using Systemic Functional Linguistics (SFL).

c. CHAPTER III is the research methodology. This chapter focuses on the techniques and steps involved in doing the research. This chapter primarily addresses the research design and method, the research site and participants, data gathering techniques, and data analysis methodologies.

d. CHAPTER IV is the findings and discussion of the collected data. The preliminary observation and teaching phases of the Genre-Based Approach yielded the data findings and discussions. Furthermore, the results of the students' writing products analysis are presented, as are the students' interviews employed in the study.

e. CHAPTER V in this paper contains the conclusion and recommendations. It elaborates on the research's result and the recommendations for future research.