

# CHAPTER I

## INTRODUCTION

This chapter provides a brief description of the whole content of the research including background, research questions, the aims of the research, the scope of the research, the significance of the research, the clarification of terms, and the organization of the paper.

### 1.1 Background

In today's era, even though the world keeps evolving day by day, writing still plays a significant role in everyday life, especially in the academic context. According to Gillett et al. (2009), writing is a significant skill students need to improve their academic success. Therefore, writing is becoming one of the language skills that English as a foreign language (EFL) students need to master. In addition, Kellog (2001) opines that writing is a cognitive process that tests memory, thinking ability, and verbal command to express ideas successfully because proficient text composition indicates successful learning of a second language. In the Indonesian context, writing is a significant component of EFL instruction, which provides opportunities for students to interact with various genres that can expose them to various language styles, vocabulary, and cultural aspects (Sari & Fitriani, 2019).

Nevertheless, most EFL students indicate that writing is the most challenging skill to grasp (Phuket & Othman, 2015). This is supported by the observation by Richards and Renandya (2002) which found that some students feel that writing is the most challenging skill since it does not only generate ideas but also have to translate the ideas into perceived text. In addition, the students are expected to extend their knowledge of syntax, grammar, mechanics, and word choice of the written text (Tribble, 1996, as cited in Jamoom, 2021) as well as the need to utilize their knowledge of social context, audience, and expectations of the discourse community (Ivanic & Camps, 2001). These challenges imply that a student uses different features to produce a clear and compelling text. Regarding this issue, it should be considered that developing students' writing skills needs more attention, one of which is by employing strategies in writing the instruction (Masitoh & Suprijadi, 2015). One of the possible strategies that teachers might use

to help students in producing good writing is by applying genre-based approach in the teaching and learning process.

The genre-based approach (GBA) to teaching writing has been developed mainly in Australia, based on Systemic Functional Linguistics (SFL) developed by Halliday (1985, 1994). The genre-based approach also emerged due to the teaching of English, which often ignored grammar teaching (Martin, 1985; Martin et al., 1994). Since the 1980s, English teachers have used the genre-based approach with the notion that students may gain knowledge from studying many forms of written texts (Ueasiriphan & Tangkiengsirisin, 2019). In Indonesian context, a genre-based approach has been adopted into the national curriculum since 2004, in which students learn text-based English and are encouraged to write various text types in English (Emilia, 2011).

In accordance with that, there are several previous studies that also analyzed the value of implementing genre-based approach to teaching writing to EFL students. Recent studies such as Hidayah et al. (2017) and Kamaliah and Apsari (2022) explored the use of the of genre-based approach to junior high school students. Moreover, Batubara (2013) and Pirilani (2017) was conducted a research on the implementation the genre-based approach to teaching writing Narrative text to junior high school students. Besides that, Fanani (2018) and Gintings (2020) emphasize on the genre-based in Indonesian EFL contexts can promote students writing skills. Other types text using a genre-based approach have also been researched, such as Descriptive text by Rusmawan (2017) and Exposition text by Zebua and Rozimela (2019). The result showed that the students writing skills were developed after they were taught by the genre-based approach. These various studies use the 2013 curriculum as the basis for implementing a genre-based approach (Kemendikbud, 2013).

However, the research that focuses on using a genre-based approach within the new Emancipated Curriculum (*Kurikulum Merdeka*) to teaching Recount text, has not been thoroughly investigated. Considering the problem, the current study investigated the implementation of genre-based approach in teaching Recount text to 8<sup>th</sup> grade EFL junior high school students in Tanah Datar, West Sumatera, with the application Emancipated Curriculum policy to fill the gap. The study aims to

discover the effect of the genre-based approach implementation on junior high school students' ability to write Recount 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 Recount text.

### **1.2 Research Questions**

This study attempts to answer the following research questions:

- 1) Can a genre-based approach to teaching writing assist 8<sup>th</sup> grade EFL junior high school students enhance their writing ability?
- 2) What are the students' opinions toward the implementation of genre-based approach in writing Recount text?

### **1.3 The Aim of Research**

As mentioned in the background above, the aims of the research are:

- 1) Investigate the value of the implementation of a genre-based approach in assisting 8<sup>th</sup> grade EFL junior high school students to enhance their writing ability.
- 2) To find out the students' opinions toward the implementation of genre-based approach in writing Recount text.

### **1.4 Scope of the Research**

This study focuses on investigating the use of a genre-based approach to junior high school students' writing abilities of Recount text in terms of schematic structure and linguistic features. In addition, this research focuses on one class of eighth graders in one state junior high school in Tanah Datar Regency, West Sumatera. Then, six writing products from three groups of students and three students are analyzed based on the schematic structure and linguistic features of the Recount text using Systemic Functional Linguistics (SFL). Therefore, students' opinions toward the implementation of genre-based approach in writing Recount text are identified. Finally, the researcher also learned about implementing the Emancipated Curriculum in teaching writing Recount text.

### **1.5 Significance of the Research**

The result of this study is expected to provide some benefits regarding the implementation of genre-based approach in writing Recount text, especially in theoretical, practical, professional, and policy considerations:

- a. Theoretically, this study is expected to enrich the literature regarding the best practices in teaching writing for the better improvement of genre-based approach in English writing classes, especially in writing Recount.
- 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 one of the suitable references for other researchers who are interested in conducting research on teaching writing through genre-based approach. Furthermore, the students are expected to be more productive in writing texts.
- d. In terms of policy implications, this research is expected to give information to the curriculum developers and policymakers, especially The Indonesian Ministry of Education, Culture, Research and Technology about the effectiveness of incorporating specific teaching methods for different text genres.

## **1.6 Clarification of Key Terms**

### **1.6.1 Writing**

Writing has been defined as an activity to express writers' ideas into words and present those ideas in a structural form (Brown, 2001). Moreover, Pinter (2006, p. 74) argued that writing concerns with many aspects, namely text structures, genres, stages of writing, and the audience. Therefore, writing a complete text should be performed in order to present the whole information to the readers.

### **1.6.2 Genre-Based Approach**

The genre-based approach (GBA) 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, Feez & Joyce (2016), stated that genre-based approach is a methodology which is designed to support language learning as a social process. The genre-based approach can be used to teach writing Recount text to 8<sup>th</sup> grade junior high school students.

### **1.6.3 Recount Text**

Recount text is a text that retells something that already happened and narrative text is imaginative story to amuse and give moral value to the readers. According to Anderson & Anderson (2003), a recount text is a text that retells past events and usually in order that happened. The social function of this text is to tell the past experiences by retelling events in sequence. The samples of recount are experiences, diaries, personal letters and incident reports (Anderson & Anderson, 2003, p. 48; Knapp & Watkins, 2005, p. 223; Martin & Rose, 2008, p. 53; Derewianka, 1990, p. 14; Callaghan & Rothery, 1998, p. 53).

## **1.7 Organization of the Paper**

This paper is divided into five chapters, including introduction, literature review, methodology, findings and discussion, conclusion, limitation of the study, and suggestions. The organization of every chapter is presented below:

### **Chapter I: Introduction**

This chapter provides a brief description of the whole content of the research including background, research questions, the aims of the research, the scope of the research, the significance of the research, the clarification of terms, and the organization of the paper.

### **Chapter II: Literature Review**

This chapter presents relevant theories to this study. In detail, this chapter explores some theoretical foundations about writing text, genre-based approach, systemic functional linguistics, Recount text, and some related studies about teaching writing recount text.

### **Chapter III: Methodology**

This chapter provides an explanation of the procedures of the research in order to find out the answer to the research question which is stated in the previous chapter. This chapter covers research site and participants, research design, the data collection techniques, the data analysis, and conclusion.

### **Chapter IV: Findings and Discussion**

This chapter provides an explanation about 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 interviews employed in the study.

### **Chapter V: Conclusions and Suggestions**

This chapter provides the conclusions and suggestions. It elaborates on the research's result and suggestions for future research.