

## CHAPTER 1

### INTRODUCTION

This chapter presents some sub-topics, which are the background of the study, research question, research objective, significance of the study, the scope and limitation of the problem, and definition of key terms.

#### **A. BACKGROUND of STUDY**

The education curriculum in Indonesia is always changing, every change always has positive and negative impacts on the world of Indonesian education which has various levels of human resources. Every Minister of Education must have new regulations, as an effort to advance education in Indonesia. Until now there is a new regulation that has been set by the Indonesian Minister of Education, namely that education in Indonesia uses a curriculum *Merdeka*. In this case, the curriculum is designed to provide learning experiences and develop students' life skills. The curriculum as a learning experience implies that learning activities do not only take place in the classroom but can also take place outside the classroom. Wahyuni, (2015) Recently, another educational plan has taken place in all degrees of schools in Indonesia, named curriculum *Merdeka*. In light of KEMENDIKBUDRISTEK No.52/M/2022, this educational plan is made by the public authority to recuperate the learning misfortune in Indonesia after the pandemic Coronavirus (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022)

Classroom teaching will be successful if the teacher teaches using several approaches and methods. There are several methods and approaches to teaching, namely The Grammar Translation Method, The Direct Method, The Audio-lingual Method, The Total Physical Response, The Communicative Language Teaching, and Task-based Language Learning (Alejo, 2014). The approach used in the independent curriculum is the Genre Based Approach (GBA).

Teaching English by applying the Genre Based Approach means that the teaching and learning activities focus on many kinds of text. There are seven main types of text in

English subject. Those are recount, descriptive, narrative, procedure, report, exposition, and explanation. There are four stages in the genre-based approach, the first is Building Knowledge of Text (BKOF) this stage is also called preparation to get into the new topic of the text by topic identification. The second is Modeling of Text (MOT) in this step, students will be given examples of texts that will make them familiar with the type or genre of the target text, especially the linguistic features and organization contained in that genre. The third is Joint Construction of the Text (JCOT) which will build students' confidence in productive skills. This is realized by the teacher's efforts to make a group of students so they can work together. The last is Independent Construction of Text (ICOT). In this step, student achievement will be measured to obtain information about student achievement in mastering lessons (Tachia & Loeneto, 2018).

Writing is one of the four skills -LSRW (listening, speaking, reading, and writing) in language learning. In general, writing is very important so that more communication is conveyed through writing compared to other types of media. So, Students need effective writing skills to meet their academic needs and job requirements. Students must improve their writing skills, for this reason, teachers must motivate them to have good writing skills, by providing instructions in the writing process and writing rules, such as grammar rules and writing exercises (Durga & Rao, 2018).

Referring to beliefs about learning and the teaching of writing the first writing in schools should be more than 'story writing' it should focus on particular genres, the second teachers need to make explicit how different genres work; how they are constructed; what the functions of different genres are, and the third teachers and students need to share understandings and language about successful written genres is important for language teachers to design teaching writing lessons about types of texts or the so-called 'genres' (Hasibuan, 2008)

In terms of genre writing, Hyland, (2003) as cited in Dirgeyasa, (2016) proclaims that: Genre implies that students write not just to write but to write something to achieve some purpose such as it is a way of getting something done, to get things done, to tell story, to request an overdraft, to describe a technical process, to report past event, and so on we follow certain social convention for organizing messages because we want our

reader to recognize our purpose. Hyland implies that the purpose of genre writing is not only to enable the writer to write but also the writer to pursue a certain goal. For example, how to retell, how to report, how to describe, how something is done or how something is carried out, etc. In this case, the writers need to use a certain social convention, linguistic features, and rhetorical structure of the text.

Several previous studies about the effectiveness of genre-based approaches have been conducted. A study from Mastura et al., (2020), showed there was a significant effect of the genre-based approach on students' writing ability to recount text. The effects were on the content, organization, vocabulary, language use, and mechanics. Another study by Dhika & Sulhan, (2021) confirms that there is an effect of using a Genre-Based Approach on students' writing skills on recount text. In another previous study by Wanmuniroh (2019), the result showed that Genre-based Activities had a strong effect on students' writing of recount text at tenth-grade students. Therefore, it can be concluded that Genre-Based Activities are effective in teaching the writing of recount text because they showed a significant effect on students' writing of recount text. Therefore, the researcher would like to conduct a study in the same research context as the previous studies above but using a different text, exposition text.

Based on the description above and the researcher conducted interviews with all the students in the class, and it turned out that they had difficulty understanding English material. Therefore the researcher decided to use the CAR method on the implementation of a genre-based approach in learning Analytical exposition texts. This research aims to test the implementation of the genre-based approach on students' writing skills in Exposition texts.

## **B. RESEARCH QUESTION**

Based on the research background above, the research questions for this study can be formulated as follows:

How can the genre based approach improve the students writing ability?

## **C. RESEARCH OBJECTIVE**

Based on the problem of study above, the objective of this research can be stated as follows:

To find out how the Genre Based Approach can improve the student's writing ability

#### **D. SIGNIFICANCE OF THE STUDY**

The results of this research are expected benefits for:

1. Students

a) This can motivate students to study various types of texts because the genre-based approach helps students to understand types of texts easily.

b) With this research, it is hoped that it can help students find out the level of their writing skills in organizing a type of text.

2. Teacher

a) Giving information on the effectiveness of the Genre-based Approach and students can also understand various types of text easily

b) The researcher hoped that the results of this research could be a reflection for teachers in teaching English using a Genre-Based Approach.

3. Future Researchers

a) This research can add references for future researchers considering that this research has many shortcomings so that it can be studied by other researchers in the future.

#### **E. THE SCOPE AND LIMITATION OF THE PROBLEM**

This research is limited to focusing on the implementation of genre-based approaches. This research is limited to writing skills and exposition texts in Senior High School.

#### **F. DEFINITION OF THE KEY TERMS**

The key terms of this researcher are as follows, the researcher includes more explanations for the terms used below:

### **1. Teaching Method**

Teaching methods are often divided into two broad categories: teacher-centered methods (also called indirect instruction or inquiry-based learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. From among these methods, a teacher selects the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students (Naqvi, 2012).

### **2. Genre Based Approach**

Genre-based writing as a product or type of writing shows its distinctive features as shown by its organization, rhetoric structure, linguistics features, purpose, etc. A genre-based approach is an approach that is used in teaching types of text such as recount, descriptive, exposition, etc. This approach consists of two cycles, the oral and written cycle. There are four stages in this approach, they are Building Knowledge of Field (BKoF), Modelling of Text (MoT), Join Construction of Text (JcoT), and Individual Construction of Text (IcoT) (Hammond et al., 1992).

### **3. Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's opinion on phenomena/issues happening around him or her. The purpose of this text is to persuade the readers that the issue is an important matter. The structure of the analytical Exposition Text are thesis, arguments, and reiteration. Linguistic rules analytical exposition text using simple present tense, connective words, use words that express the author's thoughts or feelings.