CHAPTER I

INTRODUCTION

This chapter presents an introduction to the study. It comprises subchapters; background of the study; research questions; research objectives; significance of the research; and definition of the key terms.

A. Background of the Study

Language is a very important factor in achieving the goals that everyone wants to achieve in life. There are many language in this world, such as Indonesian, English, Spanish, French, Arabic, etc. English is one of the most important and commonly used languages in the world. English is learned and used in many countries as a second or foreign language. Therefore, English is an important means in international communication. By using English, we can easily communicate with other people around the world, and with this ability, people can easily apply for jobs, expand access to information, and provide a better experience in establishing social relationships. In Indonesia, English holds a particular importance as a foreign language. Therefore, English is an important foreign language that students must learn, because there are many benefits in learning English. Learning a language aims to help students communicate well in speaking and writing. According to Tarigan (1993) the aim of language teaching is the students can communicate with the language they are learning both by speaking and writing, so that they become more proficient in languages such as writing, reading, listening and speaking (Aji et al., 2018).

As we know, there are four basic skills in English: listening, speaking, reading and writing. These skills are interrelated and strengthen each other. English students need to master these skills as well as possible. In addition, English also has several basic elements, namely grammar, pronunciation, spelling and vocabulary. By mastering these four elements well, we can communicate in English effectively. One of the important skills in learning English is reading. Reading takes an important role in learning English. According to Suyana (2019) , reading involves both physical and cognitive actions. Reading is an activity that focuses on searching for information and meaning within a text. This means that reading activity is a thinking process to find and understand the content of the text being read. Therefore, reading it is not just about understanding symbols and punctuation, but actively understanding the author's message and intent. Reading is an important aspect of life. Reading has many benefits such as brain training, increased focus, improved writing skills, training memory and of course increasing knowledge. Based on (Calet et al., 2019) reading comprehension is one of the most important transversal skills for achieving success both at school and in society. Reading can also improve student achievement (Gunawan, 2022).

According to Nurmalasari and Haryudin (2021), students find it difficult when they want to interpret a text, because they lack knowledge in translating each word and finding the main idea. As a result, students struggle to draw conclusions and answer the question. So, we need an approach in learning to improve students' reading skills. The teacher's role in choosing the right approach is crucial, because each approach has different results for students.

The curriculum in Indonesia has undergone many changes. According to Hasbi (2021), the development of the English curriculum can be mapped into six periods, namely: 1) 1975 Curriculum, 2) 1986 Curriculum, 3) 1994 Curriculum, 4) 2004 Curriculum, 5) Education Unit Level Curriculum (KTSP), and 6) 2013 Curriculum (Rudiana et al., 2022).

The curriculum currently set in Indonesia is "Merdeka Belajar ". According to Elmore and Sykes (1992), when a curriculum is built, developed and implemented in the school system down to the classroom, the implementation mechanism will influence learning practices, influencing student learning outcomes. Therefore, schools should carefully consider management strategies when adopting the "Kurikulum Merdeka" to ensure a successful transition (Kemendikbud, 2022).

In the Curriculum Merdeka, learning outcomes are formulated into six phases that are adjusted to the level of students competence. At the SMA/SMK/sederajat levels, it is divided into two phases, namely Phase E for tenth grade and Phase F for eleventh and twelfth grades. At the end of Phase E, students should be able to use English oral, written and visual texts to communicate effectively in a variety of contexts, taking into purpose and audience/reader. A variety of text types including narratives, descriptions, procedures, expositions, recounts, reports and authentic texts are the main references in learning English in this phase. At the end of Phase F, students should be proficient in using English spoken, written and visual texts to communicate effectively in a variety of contexts, taking into purpose and audience/reader. A variety of text types including narratives, descriptions,

expositions, procedures, arguments, discussions and authentic texts are the main references in learning English in this phase.

There are several approaches that English teachers can use in the learning process such as Scientific Approach, Problem-Based Learning, Project-Based Learning, Contextual Teaching And Learning, Genre Based Approach, etc. Each approach seeks to attract attention and motivate students in the learning process.

Genre Based Approach or GBA is not a new approach. It has been implemented in Indonesian education since the School-Based Curriculum continuing in current Merdeka Curriculum. GBA is based on the SFL theory developed by Halliday (1975). Students should study a variety of texts that will encourage them to be successful in both academic and higher education. In Curriculum Merdeka, GBA as a valuable method for use in a learning process that focuses on understanding and producing texts. This approach is used to master all language skills (reading, speaking, listening and writing). These skills are taught through several types of genre texts. Rodgers (2001) stated that in the new millennium, genre-based approache will become a major trend in English Language Teaching (ELT).

There are some previous studies on the topic. First, Angraini and Rozimela (2019). In their study concluded that GBA has a positive impact on teacher and student development. GBA makes a big contribution in improving students' language skills. Another research conducted by Gunawan (2022), found that the teaching and learning process of reading comprehension through GBA was an effective approach for developing students' reading

skills. Daniarti, et al. (2020), found that GBA can be used to build student motivation (by using extrinsic motivation factors), and can be used to overcome student difficulties. Meanwhile, Ummah (2019) in her research who found that teachers also faced several difficulties, especially regarding difficult words and time allocation.

Hammond (1992) states that GBA has four stages, namely BKoF (Building Knowledge of the Field), MoT (Modeling of the Text), JCoT (Joint Construction of the Text), and ICoT (Independent Construction of the Text). In teaching reading, the use of GBA will encourage students to understand the text as a whole, not word by word or sentence by sentence, and this is related to students' reading skills.

There are several problems faced in teaching reading. Ningsih (2015) in her research said that most teachers admitted that there were still difficulties with the implementation of GBA, such as structure (narrative, descriptive, etc.), linguistic characteristics, and the social function of each genre. Teachers are also unsure how to apply this approach in teaching listening, speaking, reading and writing, including grammar. At stages such as BKOF and ICOT there are one or two phases that are considered important in just one meeting, while MOT and JCOT do not apply. Another problem is students' ability to understand the text. Most students experience confusion when processing information in the form of phrases and sentences. They often translate word by word to understand the meaning of the text. This makes reading boring for most students. Their reluctance to read arises because they cannot enjoy an activity that they do not like. Interest in the text is also an important factor.

Stuudents who are not interested in the text will find difficult to understand. On the other hand, interest in the text will motivate them to complete the reading activity. This lack of interest can trigger a negative attitude towards learning in students. Therefore, the role of the teacher becomes very important. Teachers must choose the right method in reading activities so that students are motivated and actively involved.

Therefore, researcher want to know how English teachers apply GBA in the teaching and learning process. This research is important because the K13 curriculum was changed to an curriculum Merdeka where the previous curriculum was centered on the teacher who controlled learning, whereas in the curriculum Merdeka the active learning was centered on the students. Based on data from the 2023 PPDB version, SMKN 2 Kota Kediri is one of the second best vocational schools in East Java. SMKN 2 Kota Kediri is also ranked first as the best vocational school in Kediri City. Based on UTBK (Ujian Tulis Berbasis Komputer) scores in 2022, SMKN 2 Kota Kediri is ranked 657th and is included in the Top 1000 best schools in all of Indonesia. Researcher chose SMKN 2 Kota Kediri because this school applies a Genre Based Approach in learning activities. This school is located on Jl. Veteran No. 5 Kediri & Jl. Monginsidi 36 Kediri, Bandar Lor, Kec. Mojoroto, Kediri City, Prov. East Java. SMKN 2 Kota Kediri also one of the leading schools in Kediri City. This school has many vocations, start from Computer and Network Engineering, Accounting and Institutional Finance, Banking and Microfinance, Online Business and Marketing, Office Automation and Management, Hospitality, Multimedia, and Travel Business.

The researcher observed teaching and learning process in class X TKJT (Computer Network and Telecommunications Engineering) 2 at SMKN 2 Kota Kediri as the research participants. Because they are still new students who are learning skills using Genre Based Approach in senior high school. Based on some phenomena above, this research aims finding out and observe the practice of English language teaching in the classroom, especially in teaching English reading text in Merdeka Curriculum. This research focuses on two aspects: the implementation of the Genre Based Approach in teaching reading and the difficulties faced by English teachers in implementing this approach in the tenth grade of SMKN 2 Kota Kediri.

B. Research Questions

Based on the research context, the researcher can be identified as the following:

1. How do English teachers implement the steps of GBA in teaching reading English text at tenth grade of senior high school?
2. What are the difficulties faced by English teachers in implementing GBA in teaching reading English text at tenth grade of senior high school?

C. Research Objectives

Based on the problem of the research, the objective of this research:

1. To find out how English teachers implement the steps of GBA in teaching reading English text at tenth grade of senior high school.
2. To find out the difficulties faced by English teachers in implementing GBA in teaching reading English text at tenth grade of senior high school.

D. Significance of the Research

This research is expected to provide several benefits, both theoretically and practically.

1. Theoretically, the research results of this study will support the educational question of whether a genre-based approach is useful in improving students' reading skills.

2. Practically, the research findings are expected to contribute to various parties:

   a. For teachers, the findings of the research are expected to help teachers evaluate the use of Genre-Based Approach in their classroom. Teachers can reflect and improve their ability in creating interesting learning media to support the success of English teaching and learning activities.

   b. For students, the findings of research are expected to help students learn to read innovative English texts independently and increase their motivation to read.

   c. For further researcher, the findings of the research can serve as a reference to assess whether a reading teaching technique is applied appropriately. Future researchers can evaluate and improve teaching since this study is an action research. Thus, researchers can reflect on their practice for future teaching improvement.

   d. The findings are expected to provide information regarding the implementation of GBA in a particular context, which may be useful for similar or different contexts.

E. Definition of the Key Terms

1. Genre Based Approach (GBA)

   Genre-Based Approach is language teaching and learning that aims to understand and produce texts of a particular genre. Genre Based Approach (GBA) or genre-based approach is a method in language teaching which has four stages, namely: BKOF, MOT, JCOT, and ICOT. In teaching reading, the use of GBA will encourage students to understand the text as a whole, not sentence by sentence, and this is related to students' reading abilities.

2. Reading Comprehension

   Reading comprehension is the reader's ability to read text, understand the meaning, and use information obtained through text symbols. Reading comprehension is the ability to understand words in depth and understand written ideas from the entire content of a text.

3. Teaching Reading

   Teaching reading means the transfer of knowledge processes from teachers to students by using particular texts in the process of learning reading.

4. Difficulties

   The term "difficulty" refers to a challenge, problem, or obstacle that makes a task or situation more difficult to complete, understand, or navigate. In this case it refers to the challenges teachers face in implementing GBA. Another problem faced is students' ability and interest in teaching reading.

5. Report Text

Report text is a text that presents factual information about topic in a cclear and objective way.