

CHAPTER I

INTRODUCTION

This chapter covers background of the study, problem of study, research objective, significance of the study, the scope and limitation of the problem, and definition of key terms.

A. Background of the Study

In education, there is a set of plans and arrangements consist of purpose, content, and learning materials that is used as central guideline for teaching and learning namely curriculum. During few past decade, the curriculum in Indonesia has been changed for several times. It can be seen from how the curriculum changing since 1947 curriculum until 2013 curriculum (Mazulfah et al., 2021). Recently, a new curriculum has been trying to be implemented in all level of school in Indonesia, named merdeka curriculum. Based on kemendikbudristek No. 52/M/2022, this curriculum is made by the government in order to recover the learning loss in Indonesia after pandemic Covid 19 (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022). When the previous curriculum are replaced with a new curriculum, the new curriculum has a different method, approach, and also instruction that should be chosen and implemented by teachers for their students (Tachia & Loeneto, 2018).

The successfull of teaching and learning activities in the classroom depends on the suitable teaching method and approach that is implemented

by the teacher. The term teaching approach can be defined as a way of teaching that is used to encourage good performance in teaching (Kuamr, 2021). In merdeka curriculum, Genre based approach becomes an approach that is required to be used by English teacher in teaching genre of text as stated in the regulation of Kemendikbudristek No. 033/H/KR/2022 (Kemendikbudristek, 2022). In genre based approach, the English learning will be conducted in the level of text, not in the level of sentence. It is in line with one of the learning objective as stated as in the regulation which said that the aim is to develop communicative competence in English with various multimodal texts.

Genre based approach is an approach that focuses on understanding the genre of texts. This approach is usually applied by English teachers while teaching a genre of text in four skills. As stated in Uday (2019), there are six main types of genre texts that is usually taught. The types are narrative, recount, report, instruction, explanation, and expository text. Genre based approach consists of four stages, Building Knowledge of Text (BKoF), Modelling of Text (MoT), Joint Construction of Text (JCoT), and Individual Construction of Text (ICoT). Genre based approach modeled by Derewianka (1990) begins by stimulate students' knowledge about the genre of text. The role of this model is important for students in deconstructing and determining the genre of text that will be learned. Then, it continued by analyzing and modeling the sample texts in the aim to explore and demonstrate the social function, organization, and language features of the given genre. By this model, students can demonstrate and

comprehend the genre of texts that is explained by teachers. After demonstrate the genre of text, students can work practically for individual or group. By conducting individual or group practices, it will be a good way to check about how far students comprehend and catch the point of explanation that is given by teacher.

In English teaching, those stages are really useful in teaching English skill such as speaking, listening, reading, and writing. According to Nunan (2003), writing is defined as a mental work of finding ideas, thinking about how to present it, and organizing it into written statements and paragraph. Genre approach to writing includes two distinctive aspects in teaching and learning writing, a kind of genre text itself and the process of writing. According to Hyland (2003) as cited in Dirgeyasa (2016) the purpose of genre approach in writing is not only to sustain the writer to write, but also it sustain the writer to overtake a particular purpose.

Several previous studies about the implementation of genre based approach have been conducted. Alike & Apsari (2022) conducted a study about students' responses toward the implementation of genre based approach using descriptive qualitative method. The result of students' responses shows that students got motivated to get better grades after the implementation of genre based approach. Another study was descriptive qualitative conducted by Cholifah et al (2022) which the result proves that teacher has positive perception while implementing genre based approach in teaching writing, however, sometimes the existing of internet connection in the school becomes a consideration for teacher because

students maybe do not use their own idea while learning the material. The last study is by Astuti et al (2022) who used library research. The result shows that teachers and students give positive response toward the implementation of genre based approach, it also improved students' learning by implementing genre based approach. Based on the results of previous studies above, it can be known that genre based approach gives positive impacts for students and teacher. For students, genre based approach is very helpful in understanding the materials and it motivates them to learn more about the genre text. Meanwhile for teacher, genre based approach makes it easy in delivering the materials during teaching and learning in the classroom. Although there are several similarities with the previous studies such as the use of same method and similar purposes, the researcher still finds gaps in those studies such as the text type and purposes. Therefore, the researcher would like to conduct a study in the same research context as previous studies above but using different text and not only using one perception, but two perceptions, through teachers and students perceptions.

Based on the description above, the researcher conducts a study towards the implementation of genre based approach in learning procedure text. The purpose of this study is to examine **how students and teachers perceive the implementation of genre based approach on students' writing skill in learning procedure text.**

B. Problem of Study

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

1. How is the implementation of GBA from teachers and students points of view?
2. What are students' responses of classroom activities in GBA implementation for teaching of procedure text?

C. Research Objective

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

1. To know about the implementation of GBA from teachers and students points of view.
2. To know about students' responses of classroom activities in GBA implementation for teaching of procedure text.

D. Significance of the Study

After conducting the research, the researcher expects that the result of this study can provide advantages for:

1. Students
 - a. It can motivate students to learn the genre of text since genre based approach helps students in understanding the types of text easily.
 - b. It may help students to know their writing skill level based on the types of genre text.

2. Teachers

Through the result of this study, it is expected that the results of this study can become a reflection for the teacher in teaching English using Genre Based Approach.

3. Future Researcher

This research may enrich the references for future researcher considering that in this research there are still have a lot of gaps such as skills and genre of text that may be studied by other researcher in the future.

E. The Scope and Limitation of the Problem

This study is focused on the students' and teachers' perceptions toward the implementation of genre based approach. To get more specific data in this study, the researcher delimits it on writing skill and procedure text.

F. Definition of Key Terms

To support reader's comprehension, the researcher includes more explanations for the terms used below:

1. Teaching Approach

Teaching is an action of providing knowledge or skill to another person. Approach can be defined as a theory about language learning. Teaching approach is a set of principles, ideas, or beliefs that is used by teacher that consists of strategies.

2. Teaching Writing

Teaching writing is an activity by guiding and instructing students to produce and express their own ideas in written form of text.

3. The Implementation of Genre Based Approach

Genre based approach is an approach that is used in teaching various genre of text such as recount, descriptive, narrative, etc. This approach consists of two cycles, oral and written cycle. There are four stages in this approach, they are Building Knowledge of Text (BkoF), Modelling of Text (MoT), Join Construction of Text (JCoT), and also Individual Construction of Text (ICoT).

4. Procedure Text

Procedure text is a text that is used to tell the readers about how to do something through a sequence of steps. This text has its own linguistics features such as using simple present tense, imperative sentence, verb, connectives, and adverb. To inform steps about how to do or make something, the writer should write it in a sequence of generic structure of this text. The generic structure of procedure text contains of goal or aim, ingredients or materials, and also steps.

5. Perception

Perception is a set of stimulation processes that conduce the emergence of attitudes to response a phenomenon based on their own experience or knowledge.

6. Teachers' Perception

Teachers' perception is the way teachers perceive or respond a phenomenon around their environment based on their own experience or knowledge.

7. Students' Perception

Students' perception can be defined as how students perceive or respond a phenomenon around their environment based on their own experience or knowledge.