

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theory related to the study and to support this study, the researcher discusses some previous studies to the study. By studying research information from documents, research articles, and textbooks related to being the basis for research as will be proposed in this order.

A. Perception

1. The Principles of Perception

Asrori (2009 as cited in As, 2020) and Qiong (2017 as cited in Amaliani, 2022) defined perception as the process of the human brain's ability to interpret, explain, and organize stimuli into the human senses based on experience and knowledge that came from the environment around them. Close to the definition of perception by Asrori and Qiong, Healey (2019) defined perception as relating to the human senses of sight, hearing, touch, smell, and taste that will generate signals from the environment around them. Another definition of perception comes from Norman (2002) who stated that perception as the conscious response of humans to objects and events that exist in their environment as recipients. Based on definitions, it can be concluded that perception is a process of brain's ability to interpret, explain, and organize stimuli into the human senses that will generate signals based on experience and knowledge that came from the environment around them.

In general, there are differences in the perspective of human perception because perception requires learning and experience (Eysenck, 1995). In addition, human consciousness can also affect perception because the feelings, thinking abilities, and experiences that each individual has are not the same between one another. Therefore, in giving perception to a stimulus, the results may be different for each individual. They may give an open perception, whether it is a positive perception and a negative perception that will affect visible or real human actions. Thus, the response as a result of perception can be taken by individuals in various forms (Walgito, 2004).

In educational sector, perception is an important thing for teachers and students, it is caused of a perception can affect the teaching and learning process in the classroom (Kleinke, 1978 as cited in Sulasmiati et al., 2021). By knowing students' perception, it can be an important note for teacher to improve the quality of teaching process in the classroom. While, by knowing teacher's perception, it may be references for students to improve themselves to be better when learning in the classroom.

B. Teaching Approach

1. The Principles of Teaching Approach

Brown (2001) adapted the definition of approach from Anthony (1963) who said that “approach was a set assumptions dealing with the nature of language, teaching, and learning.” Then, Nunan (2003)

and Hasanova (2021) specified it into a point of view that provides a philosophy for the learning process which it provides general rules or principles to enable learning to take place. Based on the definitions above, it can be known that approach is a set assumptions about the nature of language and language teaching and learning which consists of theories that is used as a source of practices and principles while conducting a teaching and learning process in the classroom. So, teacher may use the appropriate approach and supported by correct method and strategies in leading the teaching and learning activities in the classroom.

C. Genre Based Approach

1. Definition of Genre Based Approach

Jhon (2002) as cited in Herman et al (2020) defined genre based approach as an education literacy system that places documents as the foundation of teaching and syllabuses. Then, Hyland (2003) and Swales (1990 as cited in Dirgeyasa, 2016) assumed that genre based approach refers to how to utilize language patterns through activity such as communicative activity to reach the aim. Another definion came from Christopher & Neil (2001) who argued that “the genre based approach is a methodology language gaining from the viewpoint of writings requires a going with the approach.”.

In relation to those definitions, Nunan (1999) as cited in Uday (2019) and Bryam (2004) as cited in Truong (2017) stated that genre is a framework that consists of written or oral event that is made to teach

language in a certain genre. From several definitions above, it can be concluded that genre based approach is a methodology that contains of communication or written event to teach language using particular genre to reach an oriented goals.

2. The Stages of Genre Based Approach in Teaching English

In teaching English, genre based approach consists of some stages and each stage is designed to reach particular purpose. Genre based was firstly introduced and implemented in Australia as part of the teaching and learning cycle proposed by Callaghan and Rothery (1988) as cited in Truong (2017). In the beginning, stages in the genre based approach which proposed by Callaghan and Rothery consist of three stages. The stages were Deconstruction, Joint Construction, and Independent Construction.

Stages in genre based approach proposed by Callaghan and Rothery are similar with model of genre based approach proposed by Martin's (1989) and Hyland's (2003) as stated by Ariyanfar (2020), they stated that the stages begin with modelling of text, join construction of text, and independent construction of text. Moreover, as cited in Truong (2017), Derewianka (1990) and Hammond et al (1992) developed the stages of genre based approach proposed by Callaghan and Rothery into four stages. The stages consist of:

1) Building Knowledge of Field (BKoF)

Building Knowledge of Field is the first stage where students are given a background knowledge in order to

make students are able to do the task and reach the goals (Nunan and Lamb, 1996 as cited in Truong, 2017). In this stage, students are introduced into social context of the genre text that will learned (Nugroho Taufik & Hafrizon, 2009). In this stage, students also can explore the purpose and the usage of the genre text that will be studied in a cultural context. From explanations above, it can be said that the activities in BKoF are purposed to provide students any information about socio-cultural contexts about the text tye that will be learned.

2) Modelling of Text (MoT)

Hyland (2003) stated that this stage consists of activities such as analyze and discuss the text structure, context and language. Similar with Hyland's statement came from Hammond (1992) as cited in Gustinefa (2021) who stated that discussing the social function and the aim of the text, analyzing the structure and grammatical patterns are the example of activities in this stage.

Based on explanations above it can be known that MoT is a stage where students discuss and analyze the structural pattern and language feature of the text by modelling and deconstruct the whole aspects of the text type that will be learned. The role of teacher here is to explains in an explicit way about the generic structure language

features of text in order to build up students' comprehension about the language style and its aim (Nunan and Lamb, 1996 as cited in Truong, 2017).

3) Join Construction of Text (JCoT)

According to Hyland (2003), teacher and students construct the text together in this stage. This is similar with Nunan and Lamb's statement (1996) as cited in Truong (2017) which said that in this stage, teacher and students work collaboratively in creating a text.

In addition, Nugroho and Hafrizon (2009) argues that students start to contribute by themselves in the whole of example of the genre texts and teacher reduces their contribution in constructing of the text since students are able to control the text type that they learn independently.

Based on the explanation above, it can be conclude that in JCoT stage, teacher and students work together but at the time goes by teacher reduces their participation in constructing the text. In this stage, the activities are basically students worked together in a small group and then students reconstruct the text type that is being taught.

4) Individual Construction of Text (ICoT)

In this stage, Hyland (2003) stated that students write their own text by doing redrafting and editing. Nunan and Lamb (1996) as cited in Truong (2017) stated that in

this stage, students work by themselves or independently to create their own texts. This stage is usually done after the group construction was implemented. In ICoT stage, students' performance plays a role in achieving the assessment.

The teacher role is just giving a feedback or monitoring students' progress. Aside of that, Derewianka (1990) suggests that teacher may give students a suggestion or instruction to choose a topic. Teacher may also provide a text and let them writing their drafts by themselves. The most important is teacher may give comments and suggestions to make students' writing better, then teacher also may help in editing and publishing their text.

3. The Benefit of Implementing Genre Based Approach

According to Hyland (2004), there are seven advantages of the implementation of genre based approach. They are:

- 1) Explicit. Explicit means that genre based approach makes something that should be learnt clear in the aim to facilitate students' language acquisition in writing skills.
- 2) Systematic. Systematic means that genre based approach provides a coherent framework to focus on both aspects, language and contexts.

- 3) Needs-based. Needs-based in here is to make sure that the objectives and contents of learning are taken based on students's needs.
- 4) Supportive. By implementing genre based approach, it gives teacher a central role in the aim to help students in learning and build their creativity.
- 5) Empowering. Genre based approach provides a knowledge in the form of an access to the patterns and possibilities of variation the genre of texts.
- 6) Critical. Genre based approach gives a chance to students to comprehend and challenge valued discourses.
- 7) Consciousness raising. By implementing genre based approach, it can increase about teacher awareness toward the genre of texts and it can give an advice for students on their writing aspect confidently.

From several advantages that is stated above, it can be simplified that genre based approach provides a clear overview of the material that will be learned by students. It is caused of genre based approach provides a coherent systematic framework, the materials and objectives of learning are also taken based on students' needs in the field of language acquisition and writing skills. In addition, this approach helps students to think critically in understanding the patterns and possible variations of genre texts.

For teachers, this approach provides an opportunity for them to increase their awareness of genre texts. Furthermore, teachers can advise students and help them to build their creativity in the field of writing.

D. Procedure Text

1. The Principles of Procedure Text

Anderson (2003) as cited in (Afandi, 2020) stated that procedure text is a text which provides interactions to do something to readers. Similar with Anderson's statement, Knees & Miller (2006) as cited in Solihah & Rustandi (2020) defined procedure text as a type of text that is used to explain how something can be done. Another definition comes from Nugroho Taufik & Hafrizon (2009) who defined procedure text as a text that has a sociocultural functions to instruct, to warn and to express provisional sequence. Then, Derewianka (2004) stated that procedure text is type of text that is made to explain how something is gained through a sequence of steps or actions.

Based on several definitions above, it can be concluded that procedure text is a text that aims to explain about how something can be done through sequence of actions or steps.

2. The Generic Structure of Procedure Text

Procedure text has a generic structure, it consists of goals or objectives, materials, and methods or steps (Wadirman et al., 2008 as cited in (Sukarton et al., 2023).

a. Goals/Objectives

This step provides information which is important for reader and writer before they want to make a procedure text. this step usually contains of tittle or goal.

b. Materials

This steps contains of items that is needed in creating a procedure text. This part is usually consist of tools and materials needed.

c. Methods/Steps

This step provides information about how to make the object needed. After we know the purpose or goals of our procedure text, we should write several steps in sequence to achieve the great outcome for final object.

3. The Language Features of Procedure Text

Procedure text has its own language features, it such used a simple past tense, nouns and pronouns, action verb, conjunction and time connectives, adverbs and adverb phrases, and adjectives (Suyadi, 2017).

- a. Using action verb, it aims to inform of imperative and command, such as; Pour the seasoning.
- b. Use present tense.
- c. Using sequence connector, for example: first, second, the, while, next, etc.
- d. Using number, such as a kilo of flour, three apples, etc.

- e. Using words, it contains of phrase or clause in purpose to indicate several steps will be done. For example: When paint is dry, place frame on painted side.
- f. Sometime in procedure text also contains of adverb of manner, or words, phrase, and clause in order to indicate about how to make or do something. For example: carefully, slowly, quickly

E. Teaching Writing

1. The Principles of Teaching Writing

Teaching is a process of transmitting or transferring knowledge from teacher to students (Harmer, 1987). While writing is a products of thinking, drafting, and revising in the written form (Brown, 2001). Writing by Brown requires specialized skills to make the products which started from on how to generate ideas until how to produce the final product. However, Harmer (2007) as cited in Cholifah et al (2022) and Nunan (2003) argues that teaching writing refers to strategies or approaches that is used in teaching English in order to increase students' creativity in writing aspect through several ways or technniques. They stated that there are eight approaches can be used by teacher in teaching writing. Theose are process approach, product approach, genre based approach, cooperative learning, creative writing, building the writing habit, writing-for-learning and writing-for-writing, and the role of teacher. However, in this study, the focus of discussion is

only on the process approach, product approach, and genre based approach.

Nunan (2003) stated that process approach refers to activity of writing where student's focus is on the process not the final result. Process approach contains of three activities, they are pre-writing, writing, and post-writing. In contrast with process approach, product approach refers to activity of writing where students are only interested with the purpose of the assignment and the result of the assignment that is a product (Harmer, 1987). Then, in genre based approach, the focus of activities is on the linguistic patterns of the text (Hyland, 2003). As explained previously, while implemented genre based approach, the activities in the classroom should through four stages such as Building Knowledge of Field, Modelling of Text, Joint Construction of text, and Independent Construction of Text.

Although teacher can use product approach or process writing, a lot of teachers still suggested to use process approach in teaching writing in the aim that students may know the process of writing.

2. How to Teach Writing by Using Genre Based Approach in Merdeka Curriculum

Genre based approach is assumed as an influential tool in learning about text, writing, and social communication. If students are given a time, text, and also support to learn, they will have a broad experience

with genre (Christie, 1993 as cited in Gustinefa, 2021). As the researcher explained above, genre based approach consists of four stages and each stages has different activities and purposes.

1) Building Knowledge of Field

In this stage, teacher helps students to build a knowledge and cultural context about the genre text learned (Kemendikbudristek, 2022). So students will have a strong capacity of background knowledge in understanding the social function and the cultural context of the text type that will be learned. The simple example of teaching activities in this stage are:

- a) Teacher gives students some questions related to the genre text that will be learned.
- b) Teacher provides students a video, audio, or probably written or spoken story related to text as the example of the genre text.

2) Modelling of Text

Derewianka & Jones (2012) as cited Nurjamin & Nurjamin (2017) stated that in modelling a text, the focus of teaching and learning activity is to develop students' knowledge in understanding the language and how to make it. Furthermore, Dirgeyasa (2016) argued that there are several steps that should be applied in conducting teaching and learning activities in the classroom. The steps are:

- a) The teacher chooses a particular type of genre text in order to develop the classroom activities. In this case, the type of text chosen must be based on the students' need and market needs were students will work later after they graduated.
- b) The teacher and students discuss together about the genre of text learned by doing several ways such as modelling, deconstruct, and manipulate the genre text.
- c) The students are directed and placed in the aim to be familiar and comprehend with the function and purpose of the text.
- d) The students continue it by study and analyze about the use of vocabulary in a particular genre text, grammatical or linguistic features of genre text, the structure of the genre text, and then the students practice the genre text if it is necessary (Cope and Kalantzis, 1993 as cited in Dirgeyasa, 2016).

3) Joint Construction of Text

In this stage, students begin to do writing activity that is more practical and operational such as modify and manipulate the text type given by teacher. However, Kemendikbudristek (2022) and Dirgeyasa (2016) stated that

the role of teacher in joint construction stage is just guide and help the students before they should work independently. Teacher also does monitoring on the progress of students' work. There are two steps on how this stage is applied and extended.

- a) The students reconstruct the particular genre text given in writing by revise and paraphrase linguistic features of the text using their own words.
 - b) The teacher guides the students to remember and discuss constantly in the case students may really comprehend about the text type learned well.
- 4) Independent Construction of Text

After students understood and experienced in the modelling of text and joint construction of text stages, then students write a given genre type independently (Kemendikbudristek, 2022). In this case, the teacher must be sure that the students really understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical patterns usage, relevant vocabulary usage, and textual devices as well (Dirgeyasa, 2016).

F. Previous Related Studies

First previous study investigated by Alike & Apsari (2022) that was aimed to carried out about students' responses toward the

implementation of genre based approach in teaching writing through instagram posts. This study used descriptive qualitative as the research design. The participants of the study was 39 students of vocational high school in Cimahi, West Java. The research instrument in this study was questionnaire. The result of this study proved that mostly students gave positive responses toward the implementation of genre based approach in teaching writing through instagram posts.

Then, a study by Cholifah et al (2022) carried about 1) The teacher's perceptions on the practice of the genre-based approach in teaching writing, 2) the problems faced by English teacher, 3) the solutions for the problems faced by the teacher. The study was descriptive qualitative research. The sample of research in this study was one English teacher from one of senior high schools in Surakarta, Central Java. The research instrument of this study were open-ended questionnaire and semi-structured interview to seek about participant's perceptions, obstacles, and solutions toward the practice of genre based approach in teaching English writing. The result of the study proved that teacher had a positive perception toward the genre based approach in teaching writing, although teacher faced some problems in implementing genre based approach in teaching writing.

The last study was investigated by Astuti et al (2022) that aimed to review the implementation of genre based approach in vocational high school and the impact of genre based approach to the learning process. This research was library research. This research analyzed two thesis and

six journals on the implementation GBA in vocational high school with various skill but it focus mostly in writing skills. The result of this study showed that teachers have implemented genre based approach with correct stages and they believed that it is a positive approach to support teaching and learning activity. The result also showed that both teachers and students gave positive response toward the implementation of genre based approach. Not only that, by the result, it can be known that genre based approach can improve students scores in writing.

Although there are a lot of similarities that can be known from the previous studies above such as the result, skill, and method, the researcher conducts a study toward the implementation of genre based approach using a different text and different purposes. In this study, the researcher seeks students' and teachers' perceptions in the same times in order to know about how they perceive the implementation of genre based approach in a different text, it is procedure text.