

## **CHAPTER I**

### **INTRODUCTION**

The chapter consists of general preview of the research It includes background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, definition of key terms.

#### **A. Background of the Study**

The teaching of writing skills in Indonesia still faces various challenges, especially at the Vocational High School (SMK) level where the main focus is on developing practical competencies needed in the world of work. In this context, the teaching of English writing skills becomes very important for students, not only as a language skill, but also as an essential communication skill, especially for students who want to continue to college schools. However, many of them lack understanding and are not good at delivering the material (Dirgeyasa, 2016).

Writing skills are language skills used to communicate indirectly and face-to-face with others. Writing is a productive and expressive activity. This writing skill will not come automatically, but must go through a lot of practice and regular practice. According to angginaaken (2023) writing is a more difficult and complex skill because it involves mastering various elements, both in linguistic aspects and outside the language aspects themselves. In writing, learners need to determine the purpose of each writing, design the writing correctly, think about the arrangement of writing to be logical and structured and revise when there are mistakes. In other words, learners have to use their thinking ability to analyze and produce a writing. In addition, writing can also support social progress and improve learners' critical and creative thinking skills. To meet this need, the Genre-Based Approach (GBA) has been

identified as an effective method in improving students' writing skills, as it provides a clear structure in understanding different types of texts or genres relevant to communication needs (Dinamaryati, 2021). The GBA approach began to be implemented in Indonesia in 2013 where the 2013 curriculum (k-13) was used (Zebua & Rozimela, 2020). In the independent curriculum, many methods can be used to teach (Mubaroq, 2024), one of the most recommended is GBA, according to Prakoso (2021) Genre Based Approach is a writing learning approach strategy that combines product and process approaches.

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.

The GBA approach assists teachers in providing students with an understanding of how texts are constructed based on their communicative purposes (Zebua & Rozimela, 2020). The learning process starts from the Building Knowledge of Field (BKOF) stage, which aims to introduce students to the topic through exploring basic

knowledge. This stage is followed by Modeling of Text (MOT), where students learn about the structure and language features of the text being studied. At the Joint Construction of Text (JCOT) stage, teachers and students work together to construct the text, and students are given the opportunity to build their writing skills in a purposeful context. Finally, in the Independent Construction of Text (ICOT) stage, students write texts independently with minimal guidance, which gives them the opportunity to apply what they have learned in more authentic situations. This is in accordance with previous research by Kamaliah (2022) GBA is divided into 4 stages Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Joint Construction of Text (JCOT).

The teacher's role is to act as both facilitator and guide. At the BKOF and MOT stages, the teacher guides students to understand the basis of a particular genre and observe relevant language structures and features. The teacher ensures that students not only recognize the pattern of the text but also understand the meaning behind each element used in the genre. At the JCOT stage, the teacher provides gradual scaffolding or support, which allows students to build the text together and deepen their understanding of the appropriate text structure. Finally, at the ICOT stage, teachers provide constructive feedback to help students refine their writing skills and build confidence.

The genre-based approach has been proven to not only improve students' writing skills but also build their confidence (Prayuda et al., 2023). Previous research shows that the implementation of GBA brings significant positive impacts in students' writing learning in English as a Foreign Language (EFL) environments such as Indonesia. Teachers who play an active role in providing consistent guidance and feedback at every stage of

learning are able to create a conducive atmosphere, where students feel supported and motivated to write better (Kamaliah & Apsari, 2022). By using the GBA approach, students can understand the social context of each genre, so that their writing skills are not only relevant in the classroom but also useful for the world of work and daily life.

In vocational high schools (SMK) where learning activities focus more on practice in their vocations, teachers who teach theory must adapt the material to their vocations. Therefore, the researcher wants to know how English teachers implement GBA in the teaching and learning process. This research is important because the K13 curriculum was changed to the Merdeka curriculum where the previous curriculum centered on the teacher controlling learning. researchers chose Smkn 1 Kota Kediri school because this school is one of the leading schools in Kota Kediri, with A accreditation. the majors provided in this school include Construction and Housing Engineering, Industrial Chemical Engineering, Electronics Engineering, Electricity Engineering, Automotive Engineering, Mechanical Engineering, Computer and Network Engineering, Computer Network Engineering and Telecommunications. The school is located at Jl. Veteran No. 9, Mojoroto, Kediri, East Java.

The researcher observed the teaching and learning process in class IX TITL (Teknik Instalasi Tenaga Listrik) at SMKN 1 Kota Kediri as a research participant. I took eleventh grade because the real character of students will appear in eleventh grade. it is Based on several phenomena above, this study aims to find out and observe the practice of teaching English in the classroom, especially in teaching English writing in the Merdeka Curriculum. This research focuses on two aspects: the implementation of the Genre Based Approach in teaching writing and the difficulties faced by English

teachers in implementing this approach in the eleventh grade of SMKN 1 Kota Kediri.

Based on the above background, the problems in this study can be formulated as follows:

#### **B. Research Question**

- 1) How do English teachers implement the steps of GBA in teaching writing?
- 2) What are the difficulties faced by English teachers in implementing GBA in teaching writing?

#### **C. Research Objectives**

This study aims to: Describe how English teachers implement the steps of genre-based approach (GBA) in teaching writing skills at SMKN 1 Kota Kediri.

Identify the difficulties faced by English teachers in implementing genre-based approach in teaching writing skills.

#### **D. Scope and limitation of the study**

This research was conducted at SMKN 1 Kota Kediri school. This research focuses on the implementation of genre-based approach in SMKN 1 Kota Kediri high school. The scope of this research is the subjects and objects studied. The subjects of this research are 1 teacher who teach English lessons. The object of research is focused on the application of genre based approach in teaching writing skill.

#### **E. Significant of Research**

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

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

2. Practically, the results of this study are expected to contribute to various parties:

- a. For teachers, the results of this study 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 to support the success of English teaching and learning activities. English learning.
- b. For students, the research findings are expected to help students learn to write English texts independently using genre-based structures and increase their motivation in writing.
- c. For future researchers, the research findings can be used as 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 the same or different contexts.

## **F. Definition of the Key Terms**

### **1) Writing Skill**

Writing skills are basic abilities that support the writing process. These skills include: generating ideas, organizing ideas, creating an outline, finding information, and developing vocabulary. Writing skills are important to build a strong foundation before starting to write a complete text.

### **2) Genre-Based Approach (GBA)**

Genre-Based Approach (GBA) is an approach to learning writing that focuses on understanding and mastering different genres or types of texts. In GBA, students learn about the structure, language, and communicative purpose of different text types such as official letters, news, essays, and poetry. By understanding the

characteristics of each genre, students can construct texts that are effective and appropriate to the communicative context.

### **3) 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 GBA. Another problem faced is students' ability and interest in teaching reading.