

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This section contains definitions of key terms and a summary of previous research related teaching writing, writing process, GBA, and perceptions.

#### **A. Definition of Genre Based Approach**

The Genre Based Approach (GBA), also known as a Text Based Approach is language teaching and learning that aims to understand and produce texts of a particular genre. This learning approach is based on text modeling and analysis of text characteristics, while still focusing on the relationship of the text to the context of its use. Cresswell (2014) regarding a GBA which includes the understanding that language teaching should focus on developing language skills that are practical and relevant to specific communicative situations.

This learning approach is one that prioritizes both understanding as well as producing spoken and written texts for various contexts with the abilities students possess. Students must, therefore, understand a text's social function, structure, also linguistic characteristics. Linguistic knowledge is linked with approaches that are genre-based. Social goals can be part of this link here. The reader's perspective is focused on more things than it is on the writer's. Language is defined as understandable social communication. It is especially what it is that is spoken, or written, or read, and is heard in life each day. GBA is an approach used by English teachers in teaching English language skills. Through a genre-based approach, students develop a comprehension of language use in different communicative contexts. Teachers should do learning activities that go with GBA steps when they use a genre-based way to teach.

## **B. Implementation of Genre Based Approach**

In the implementation of Genre Based Approach (GBA) there are several steps that must be conducted by the teacher in teaching reading comprehension. According to Hammond's theory (1992) there are four stages of GBA. They are:

### **a. BKoF (Building Knowledge of the Field)**

Building Knowledge of the Field (BKoF) refers to the process of building understanding and knowledge about the context, purpose, and characteristics of a particular genre text. At this stage, the teacher invites students to carry out activities such as building cultural context, sharing experiences, discussing vocabulary, grammar patterns, and so on. All of these activities are directed at the types of oral texts and topics that will be discussed in the second stage. The teacher tries to connect the students' own experiences with the text to be studied. In other words, students are expected to bring their own experiences into the learning process.

### **b. MoT (Modelling of the Text)**

Modeling of the Text (MoT) is the second stage of the genre-based approach. MOT refers to an educational strategy that aims to help students understand the characteristics and structure of various types of genre texts. At this stage, teachers and students discuss and explore the text and its main grammatical features together. The goal is for students to focus on the characteristics of the genre being targeted. Several examples of genre texts are analyzed so that students understand the structure and grammar of these genre texts. For example, if students are required to be able to write descriptive texts. During the BKoF stage, they might engage with shorter functional texts, dialogues, and monologues. In short, at this stage students can listen, answer and analyze text components.

c. JCoT (Joint Construction of the Text)

At this stage the teacher applies scaffolding techniques, where the level of teacher support is adjusted to the student's cognitive abilities. Teachers provide prior knowledge into students' practice. At this stage students can develop target texts with teacher guidance so that students can work independently. Teachers gradually reduce their contribution to learning. In other words, the teacher only acts as a guide in learning activities. The main goal of JCoT is to train students to understand, develop and ultimately produce texts that are appropriate to the genre being studied.

d. ICoT (Independent Construction of the Text)

Independent Construction of the Text is a complementary concept to Joint Construction of the Text. ICoT refers to activities in which students plan, compose and produce texts in a particular genre independently. At this stage, after collaborating with friends and teachers, students are encouraged to read what they discussed. Here, students develop their reading skills. In this final step, the teacher gives students the opportunity to show what they have learned.

## **C. Teaching Writing**

### **1. The Writing Process**

The composing plan is a structured approach that helps researchers express their thoughts coherently. It typically involves four key stages: prewriting, drafting, revising, and editing. During prewriting, writers brainstorm and organize their thoughts, using methods like outlining or free writing. This stage is crucial as it establishes the foundation for the writing process, helping writers clarify their goals and gather important information before drafting. Students often face challenges, particularly in effectively organizing their thoughts .

After completing prewriting, researchers proceed to drafting, translating their organized ideas into writing. This organization focuses on writing down ideas without striving for perfection, aiming to create a rough outline that captures key points or stories. The changing stage allows researchers to reflect on their work and make essential adjustments to content and organization, ensuring alignment with the intended message and audience. According to writing is considered to be a means to generate and explore ideas. The extreme organization of the writing process is evolving, focusing on correcting syntax, style, and formatting issues. Revisions are essential for refining the draft into a final version ready for submission or delivery. Students often find this stage challenging due to its demanding focus on detail.

## **2. Genre-Based Approach (GBA) as a Writing Learning Approach**

Genre-Based Approach (GBA) is an approach to learning to write that focuses on understanding and mastering various types of texts or genres to teach learners (Hardianto Hitimala, 2024). From the theory of Hardianto Hitimala (2024) it can be concluded that GBA here is a method that focuses not only on one thing but many things not only for understanding but also for mastering the material and this approach is based on the concept that texts are built based on specific communicative purposes. Each genre has different structures, language and features that students need to understand in order to write effectively. GBA emphasizes the importance of context and communication goals in the writing process, and helps students understand how texts are constructed and interpreted in various situations (Hardianto Hitimala, 2024).

### **C. Teacher role in GBA**

The role of the teacher is crucial in the successful implementation of GBA (Zebua & Rozimela, 2020). Lead students to understand the basics of the genre, structure, and distinctive language features of each type of text. Teachers provide clear explanations and provide concrete examples to help students understand the concepts taught. In addition, the teacher should also be able to answer students' questions and provide clarification if needed. Such as providing support to students during the writing process, such as providing examples of relevant and quality texts, providing tools such as mind maps to help students digest their writing, using guiding questions to help students think critically about their ideas and how to incorporate them in the text.

Teachers should actively evaluate students' progress and provide constructive feedback. This feedback should be specific, clear, and focus on certain aspects of students' writing, such as structure, language use, and clarity of ideas. Kamaliah (2022) says In this way, students can understand the areas they need to improve and feel motivated to continue learning. With the right approach, GBA can help vocational students develop strong English writing skills, which will greatly benefit them in the workforce and in everyday life. Through a deep understanding of various genres and the ability to write effectively, students will be better prepared to face the challenges of communication in this global era (Fanani, 2018).

### **D. Effective Writing Learning Strategies**

Jenny and Jay (2015) states there are several strategies that can be used to learn writing, namely, graphic organizers, cooperative learning, reading aloud, and group discussions. Graphic organizers can help students write or draw what they already know about a

topic, especially when creating informative or persuasive texts. From here, teachers can assess whether students still need additional guidance. Read-aloud, group discussion and cooperative learning methods are very useful in this process. If needed, teachers can add additional texts to enrich the information and trigger discussions. Cooperative learning is also useful to help students, especially those with special needs or English language learners (ELLs), to work together, share information, and at the same time develop their language skills through conversations with friends. Venissa (2020) agrees on the importance of implementing effective learning strategies.

#### **E. Challenges in Learning**

According to Kamus Besar Bahasa Indonesia (KBBI) Kamus Besar Bahasa Indonesia (KBBI) explains that challenges are things or objects that inspire determination to improve our ability to overcome problems, meaning something that makes us more determined in doing something and getting results. A challenge is a situation or condition that requires special effort or effort to overcome or overcome. Challenges can be things that are difficult, complex, or unexpected that require solutions or strategies to overcome them. Challenges can come from external or internal factors. Ertmer (1999) states that extrinsic problems as first order include access, time, support, resources and training, and intrinsic problems as second order include attitudes, beliefs, practices and resistance.

In this case, there are several challenges or problems faced by English teachers in implementing GBA in teaching reading comprehension. Ningsih (2015) in her research said that most teachers admit that there are still difficulties in implementing 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 stages 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 or sentences. Focusing on translating each word can hinder comprehension for some students, making writing a less enjoyable experience. Most students are reluctant to do writing activities because they cannot do activities they don't like optimally. Another aspect that needs to be considered is students' interest in the text provided. Student engagement is essential for effective writing. Disinterest in reading material can hinder comprehension and motivation. When faced with boring texts, students may develop negative attitudes towards writing. Teachers play a key role in fostering a positive writing environment. By applying engaging methods and selecting appropriate texts, teachers can motivate students to actively participate in reading activities and ultimately achieve deeper comprehension.

#### **F. Previous Studies**

There are some previous studies on the topics. First, Angraini and Rozimela (2019). In their study concluded that Genre Based approach (GBA) has a positive impact on teacher and student development. This research suggests that teachers improve their professional competence, knowledge and skills. The use of Genre based Approach (GBA) also makes a big contribution in improving students' language skills. This study recommends that teachers follow the four steps of the curriculum cycle in teaching genres.

Another study conducted by Ariyanfar (2020) found that the teaching and learning process of writing through Genre Based Approach (GBA) is an effective approach to develop students' writing skills. The results of observations of student activities in the learning process developed significantly through the application of Genre Based Approach (GBA) in improving students' writing skills and Purba, et al. (2020) found the same results with the addition of gba this is also beneficial for teachers teaching.

Daniarti,et al. (2020), found that Genre Based Approach (GBA) can be used to build the students' motivation (by using the extrinsic factors of motivation), and it can be used to solve the students' difficulties. Moreover, we hope that other researchers will conduct further exploration of the teaching reading procedure text using Genre Based Approach (GBA). Another research conducted by Ummah (2019) in her research who found that teachers also faced several difficulties in implementing Genre Based Approach (GBA), especially regarding difficult words and time allocation.

Based on the research findings above, the researcher concluded that the genre- based approach (GBA) in learning English is very useful because it can improve students' writing skills and motivation.