

**AN EXPLORATION OF THE GENRE-BASED APPROACH IN
TEACHING RECOUNT TEXTS: A CASE STUDY AT MA AL-AMIEN
BASED ON THE MERDEKA CURRICULUM**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE KEDIRI
2025**

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THESIS

Presented to
State Islamic Institute of Kediri
In partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Education

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I hereby declare that the thesis and the work presented in it are my own and have been generated by me as the result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

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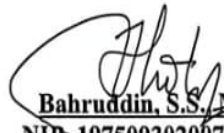
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DEDICATION

My God (Allah SWT) Thank You for Your guidance, for the prayers You have answered, and for the strength You have granted. Alhamdulillah Robbil ‘Alamin. And Rasulullah Muhammad SAW, thank you for showing the clear path that leads me to my God, Allah SWT. Allahumma Sholli ‘Alaa Sayyidina Muhammad.

To my father (Sugiono), beloved mother (Zunaidah), and my elder sister (Ela Sukmawati). Thank you for your endless prayers and for always supporting me, both emotionally and financially.

To my dearest friends in Aisyah 2 room at Pondok Al-Amien, especially My Beloved Best Friend “Wanda Sheilina Salsabila” thank you for staying up with me and being part of my journey since the first semester.

Also, to my thesis companion and fellow fighter, Rahma Dwi. Thank you for always supporting me, in my love problems, personal matters, and in the long road of completing this thesis.

To Kyai Haji Imron Rosyadi Malik and Ibu Nyai Elok Basyiroh, and also to Kyai Anwar Iskandar, Ibu Nyai Qoni’ Anwar, and Ibu Nyai Yayan Anwar, thank you for the prayers, blessings, and barokah that have guided me.

And to myself, thank you for choosing to fight through the laziness and keep going. Thank you for realizing that I am more than I ever thought I was.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, the researcher would like to thank to Allah SWT who has given strengths, guidance, and chances that the writer can finish the research. Peace and Bless are upon the prophet Muhammad SAW who has brought human being with his teachings from the darkness to the lightness. This thesis is presented to State Islamic Institute of Kediri in partial fulfillment of the requirements for the degree of *Sarjana* in Department of English Language Education.

In conducting this research, the researcher found a lot obstacles and problems. She has received meaningful contributions, motivations, and suggestions from others. Without much help from the following people, it was impossible for her to finish it. The researcher also would like to thank to:

1. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic Institute (IAIN) of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., as the Dean of Education Faculty, State Islamic Institute (IAIN) Kediri.
3. Mrs. Nur Afifi, M. App. Ling, Ph.D., as the Head of English Department, State Islamic Institute (IAIN) Kediri and also as my respectable advisor.
4. Mr. Bahrudin, S.S, M.Pd., as my respectable advisor for all the guidance, knowledge, suggestion, support, and pray.
5. All lecturers of IAIN Kediri, especially of English Department for their valuable thought and knowledge and English teaching for my study during academic years at IAIN Kediri.

The researcher realized that the research is still far from being perfect.

Therefore, the researcher expected suggestions and comments from all of the readers or other researcher who want to learn about this study.

Kediri, 18 Juni 2025

A handwritten signature in black ink, consisting of a stylized 'D' followed by several loops and a horizontal stroke.

The Writer

MOTTO

"لَا أَفْعُدُ الْجُبْنَ عَنِ الْمُهْجَاءِ # وَلَوْ تَوَالَتْ زُمَرُ الْأَعْدَاءِ"

Never giving up on dreams, no matter the struggle

(Alfiyah Ibn Malik)

ABSTRACT

Rohmah, Dewi Nikmatul. (2025). “An Exploration of the Genre-Based Approach in Teaching Recount Texts: A Case Study at Ma Al-Amien Based on the Merdeka Curriculum”. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) Kediri. Advisors: (I) Nur Afifi, M.App.Ling., Ph.D. and (II) Bahrudin, S.S., M.Pd.

Keywords: *Exploration, Genre-Based Approach, Recount Text, Merdeka Curriculum, Case Study.*

This study employed a qualitative case study to explore the implementation of the Genre-Based Approach (GBA) in teaching recount texts to tenth-grade students at MA Al-Amien, an Islamic boarding school that applies the Merdeka Curriculum. The data were collected through classroom observation, student text analysis, and interviews with the English teacher and selected students. Purposive sampling was used to select four participants representing different achievement levels and communication abilities. The research instruments included observation guides, interview sheets, and documentation guides.

The study employed a qualitative case study design, allowing for an in-depth exploration of GBA implementation in its natural classroom context. Data were collected through classroom observations, interviews with the teacher and students, and analysis of students' recount texts. These multiple sources provided a comprehensive understanding of how GBA was applied, the challenges encountered, and students' learning outcomes.

The findings showed that the Genre-Based Approach was implemented through its four stages: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). During the process, the teacher faced several challenges, including limited class time due to pesantren activities, varied student proficiency levels, low mastery of grammar and vocabulary, and lack of motivation during independent writing. To address these challenges, the teacher applied several practical strategies, such as using videos to build background knowledge, asking students to search for their own model texts, forming balanced groups, and giving one-on-one support. While these strategies are not entirely new, their combination and adaptation in a pesantren-based school provide a fresh perspective on how GBA can be applied in structured and time-limited learning environments. This study contributes a contextual insight into GBA practice and offers pedagogical value for English teachers who aim to apply genre-based instruction in classrooms with similar challenges.

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