

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the research problems, the objectives of the research, the significance of the study, the limitations, and the definition of key terms. Each of these aspects will be discussed in detail in the following sections.

A. Background of the Study

The Merdeka Curriculum provides various learning activities with improved content, giving students more opportunities to explore ideas and develop their skills (Kemdikbud, 2022). According to the “Buku Saku Tanya Jawab Kurikulum Merdeka”, this curriculum offers diverse intradisciplinary learning, where the content is optimized to give students enough time to understand concepts deeply and strengthen their competencies. The implementation of the Merdeka Curriculum marks a significant shift towards a more student-centered approach, with a strong focus on learning outcomes (Capaian Pembelajaran, or CP). In English learning at primary and secondary levels (SD/MI/Package A; SMP/MTs/Package B; and SMA/MA/Package C), students are expected to achieve communication skills in English as part of their life skills. The general approach used in English learning is the genre-based approach (GBA), which focuses on texts in various modes, including spoken, written, visual, audio, and multimodal texts. This is in line with Halliday (1985) and Mathiesen’s (2014: 3) statement: “When people speak or write, they produce text, and text is what listeners and readers engage with and interpret.”

Because one of the main focuses of English CP in the Merdeka Curriculum is its text-based orientation, students are expected to understand and produce various kinds of texts as part of their language development. This approach reflects the curriculum's goal to equip students with practical language skills that are relevant to real-life communication.

Still referring to the English CP in the Merdeka Curriculum, as stated in the Decree of the Head of BSKAP No. 8 of 2022. Writing skills remain one of the main learning objectives for senior high school students. They are expected to achieve the targeted competencies in English by producing texts with clear and detailed organizational structures in various text types, including narrative, expository, report, recount, and other authentic texts. They are also expected to express their opinions on certain issues, search for or find specific information (explicit or implicit), and produce diverse written and visual texts according to their purposes and target readers.

Recount text, one of the authentic text types taught in English classes, has its own characteristics. A recount is a kind of writing that tells past events or experiences, which often relate closely to students' personal lives. Students can express their memorable or enjoyable experiences with people around them. Because of this characteristic, recount texts tend to build emotional connections, making it easier for students to express their ideas in writing. When writing a recount text, students must understand its generic structure, which includes orientation, series of events, and reorientation. However, Sukma (2022) found that students still face difficulties in writing recount texts. One common problem is when they try to explore their ideas in written format, such as writing

genres. To help students overcome these challenges, a suitable learning approach is needed—one that matches the characteristics of the text being taught.

According to the Decree of the Head of BSKAP No. 8 of 2022, the approach used in general English learning is the genre-based approach (GBA). Because the English CP is text-based, GBA is widely applied in teaching English writing under the Merdeka Curriculum, especially in teaching various text types such as recount, narrative, procedure, and others. Soraya (2022) believed that GBA has the potential to improve students' writing skills. Therefore, she recommended using GBA in writing instruction in Indonesia. Emilia (2011) also stated that the genre-based approach helps students write more effectively by making the stages and language features of different texts clear. This approach not only gives students' understanding of text structures but also raises their awareness of the social context and communication purposes of each text type. GBA consists of four main stages in the teaching and learning process: building knowledge of the field, modeling, joint construction, and independent construction. Through these stages, students are guided step by step to develop their writing skills.

MA Al-Amien was chosen as the research site because it is an Islamic boarding school that has implemented the Merdeka Curriculum, with an emphasis on text-based learning, including recount texts. Based on initial observations and informal discussions with English teachers at this school, students still face difficulties in expressing their experiences in writing—especially in using proper text structures, choosing the right vocabulary, and

mastering grammar. The teacher has tried to apply the genre-based approach in teaching recount texts to help students overcome these problems. Several previous studies have explored the use of Genre-Based Approach (GBA) in English language teaching. For example, Fatmawati (2021) examined how GBA improved students' ability in writing recount texts by helping them understand the correct order and structure. Alwasilah (2024) focused on college students' learning outcomes and found that GBA made them more confident and focused when writing, especially after applying the four stages of GBA: Building Knowledge of the Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text. Another study by Arba'in and Rini (2023) analyzed how GBA affected high school students' writing, highlighting improvements in both text organization and vocabulary. Herman (2024) conducted a study in a junior high school and found that GBA made the writing process more systematic and helped students understand the components of recount texts. Likewise, Lail (2022) emphasized that GBA improved students' writing performance by guiding them through clear steps that reduced confusion. Previous studies on the Genre-Based Approach (GBA) have extensively examined its implementation in general educational settings, such as public schools and universities, with a broad focus on GBA's theoretical principles or its application across multiple text types (e.g., Argawati, 2014; Emilia, 2011). However, few studies have specifically investigated the use of GBA in Islamic boarding school contexts (pesantren-based schools like MA Al-Amien), where language teaching often integrates religious and cultural values. Its adaptation for teaching recount texts under the Merdeka Curriculum, which

emphasizes student-centered, text-based learning. This study aims to address these gaps by conducting a case study at MA Al-Amien, focusing on how Genre-Based Approach (GBA) is implemented in teaching recount texts to tenth-grade students under the Merdeka Curriculum and the challenges teachers and students encounter during this implementation. By exploring these aspects, this research will contribute to a deeper understanding of GBA's practical adaptation in unique educational settings and provide insights for curriculum designers and teachers in similar contexts.

B. Research Problems

Based on the background of the study, the research problems are formulated as follows:

1. How is the Genre-Based Approach (GBA) applied in teaching recount text in the X class at MA Al-Amien?
2. What challenges do teachers and students face in implementing Genre-Based Approach (GBA)?

C. Research Objectives

1. To find out the implementation of Genre-Based Approach (GBA) in teaching recount text in the X class at MA Al-Amien.
2. To identify the challenges faced by teachers and students in implementing the Genre-Based Approach (GBA).

D. Significance of the Study

1. Theoretical Significance

This study can help add more information about using Genre-Based Approach (GBA) in writing classes, especially in the Kurikulum

Merdeka. It also supports the idea that GBA is useful to help students write recount texts better.

2. Practical Significance

This study can help English teachers, especially in Islamic schools, to use GBA in teaching recount texts more easily. It can also help students understand how to write step by step. In addition, this study can be useful for other researchers who want to study GBA in different schools or with other types of texts.

E. Limitation

This study has some limitations. First, it is a single case study that was only done in one school, MA Al-Amien. So, the results may not be the same in other schools or situations. Second, the participants were only one tenth-grade class and one English teacher. This may not show what happens in other classes or schools. Third, because of limited time, the observation of the Genre-Based Approach (GBA) was only done in a short period. So, it might not show the full teaching and learning process. Fourth, this study only focused on teaching recount text using GBA. It did not include other types of texts that are also in the English curriculum. Lastly, since this is a qualitative study, the researcher's interpretation may affect the results. However, to make the findings more trustworthy, triangulation and member checking were used.

F. Definition of Key Term

1. Exploration

In this study, exploration refers to the effort to investigate and analyze how the Genre-Based Approach (GBA) is implemented in teaching

recount texts in Grade X at MA Al-Amien. It also aims to explore how GBA can help students overcome the difficulties they face in writing recount texts, such as in terms of text structure and appropriate language use.

2. Genre-Based Approach (GBA)

The Genre-Based Approach (GBA) is a teaching method that focuses on the use of specific texts or genres to help students develop their language skills. GBA involves several learning stages, such as building knowledge of the field, modeling the text, joint construction, and independent construction. The main goal is for students to understand the structure and language features of different types of texts and to be able to produce texts that match the intended purpose of communication.

3. Recount Text

A recount text is a type of text that tells about past experiences or events in a chronological order. Its purpose is to retell past events or experiences in the order they happened to inform or entertain the reader. The generic structure of a recount text usually includes orientation, a series of events, and re-orientation. In English learning, this text is used to train students to express their personal experiences in written form.

4. Merdeka Curriculum

The Merdeka Curriculum is a curriculum implemented in Indonesia that aims to provide flexibility in learning and emphasizes the development of students' overall competencies. This curriculum allows students to explore various knowledge and skills through a more student-centered approach based on their needs and interests. In English learning, the

Merdeka Curriculum highlights text-based learning, which aims to improve students' practical language skills relevant to daily life. In the Merdeka Curriculum there are learning outcomes. Learning outcomes are the goals that students are expected to achieve by the end of a learning process. In the Merdeka Curriculum, the learning outcomes for English focus on students' ability to communicate using various types of texts, both spoken and written, as well as their ability to understand and produce texts that are appropriate to the context and purpose of communication.

5. Case Study

A case study is a research method that provides an in-depth examination of a specific unit or phenomenon, such as an individual, group, or institution. In this study, the case study is used to gain a detailed understanding of the implementation of the Genre-Based Approach in teaching recount texts at MA Al-Amien. The aim is to explore how this teaching practice helps students overcome their difficulties in writing.