

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review to the study. It comprises subchapters; Teaching Writing in EFL Context, Genre-Based Approach (GBA), Recount Text, Implementation of GBA in Teaching Recount Text, Kurikulum Merdeka, Case Study as a Research Approach, and previous study. Tujuan bab ini adalah untuk memberikan landasan teori yang mendalam bagi penelitian tentang eksplorasi penerapan GBA dalam mengajar recount text di MA Al-Amien.

A. Genre-Based Approach (GBA)

Genre-Based Approach (GBA) is a way of teaching language that helps students understand and write texts based on the type or “genre” of the text (Emilia, 2011; Feez & Joyce, 1998). This approach comes from a theory called Systemic Functional Linguistics (SFL), made by Halliday (1985). When we talk about GBA, we talk about texts. A text is not just a group of words, it gives meaning and must have correct grammar. Halliday and Hasan (1976:1–2) said that a text is like a big sentence, made of many small sentences. Some people think a text is only writing on paper. But actually, a text can also be spoken. In today’s world, people can learn from videos, and videos are also texts. Halliday and Hasan (1976:1) also said a text can be spoken or written, and can be in the form of poetry or story. So, teachers can use videos, movies, or songs as texts too.

In Indonesia, GBA was developed more by experts like Emilia (2011). In her book “Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris:

Petunjuk untuk Guru”. Emilia (2011) adopts the genre-based approach (GBA) from the model developed by Rothery (1996) and Feez (1998), which she further develops and adapts to the context of English language teaching in Indonesia. Emilia (2011) says that GBA helps students understand the content and structure of a text clearly. This approach is good for improving writing because students learn step by step about the structure of different texts, such as recount text (Lail, 2022; Arba'in & Rini, 2024; Kusuma & Rini, 2023). Students also learn how to write, starting from knowing the topic, reading an example, writing together, and finally writing by themselves.

According to Emilia (2011), the genre-based approach in language teaching, especially English, consists of four main 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). This model is adapted from Rothery (1996) and has been widely applied in the Indonesian educational context. Emilia (2011) explains that these four stages are not rigid steps but can be adjusted according to the needs and context of classroom learning. Each stage serves a different purpose:

1. BKOF: Students build their knowledge about the topic and relevant vocabulary.
2. MOT: Students learn the structure and language features of the text through examples provided by the teacher.
3. JCOT: The teacher and students collaboratively write a text, with guidance from the teacher.

4. ICOT: Students independently write their own texts based on the understanding gained from the previous stages.

Emilia (2011) emphasizes the importance of providing clear text models so that students have a reference for writing and can compare their work with the model. This approach is highly contextual and relevant for teaching English in Indonesia because it helps students understand the social function and structure of various text types taught in schools. Emilia (2011) also said GBA is not only about the final writing, but also about the learning process. Students can grow step by step in learning how to use the language. Alwasilah (2024) says GBA is a good way to teach writing. It can help both students and teachers. Rosnaningsih & Puspita (2020) also say that GBA helps students understand the structure and language features of different texts. Dirgeyasa (in Fatmawati, 2021) explains that GBA sees language as something that has a social purpose. Students need to know the purpose of the text and use it in real life. That's why students should understand the topic before learning the text. This approach matches the Merdeka Curriculum in Indonesia, which asks students to understand and write texts that are useful in real life.

B. Implementation of GBA in Teaching Recount Text

The Genre-Based Approach (GBA) is a good method for teaching recount text because this kind of text is used to tell personal experiences or past events. Recount text needs a clear structure so that the reader can understand the story easily. According to Emilia (2011), GBA has several steps that help students learn to write in a clear and effective way. These steps are: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint

Construction of the Text (JCoT), Independent Construction of the Text (ICoT).

Here is the explanation of how to use GBA in teaching recount text:

1. Building Knowledge of the Field (BKoF)

In this step, the teacher helps students to understand the topic of the recount text. The teacher may give examples of experiences or events that students can write about. This is also a good time to have a discussion or look at other examples, so students get ideas of what they can write.

2. Modeling of the Text (MoT)

Here, the teacher gives a sample of a recount text and shows how it is written—from the orientation (beginning of the story), the order of events, to the reorientation (ending). The teacher also explains the important words or phrases in the text, like past tense verbs and time connectives that are used in recount texts.

3. Joint Construction of the Text (JCoT)

In this part, the teacher and students write a recount text together. The teacher gives step-by-step guidance, starting from the first sentence to the other parts. This helps students learn how to write in the correct way with support from the teacher.

d. Independent Construction of the Text (ICoT)

In the last step, students write their own recount text. They tell their personal experiences using the structure they have learned and all the knowledge from the previous steps. Now, they can write by themselves, but with a better understanding of how to organize the story clearly.

Emilia (2011) says that GBA helps students to understand the structure and language features of each kind of text. In teaching recount text, GBA helps students not only to learn how to write but also how to share their own experiences in a way that is easy for the reader to understand.

C. Recount Text

A recount text is a type of text that tells about past events or experiences in the order they happened. According to Sukma (2022), "recount text is about telling what happened," which means it tells a story about something that already happened. This text has two main purposes: to give information and to entertain the reader, depending on the story and the experience. Recount text helps students improve their writing skills by telling personal experiences in a clear and organized way (Hyland, 2004). Usually, a recount text has three main parts: Orientation – gives information about the background (who, when, and where), Events – tells the events in order, Reorientation – gives a conclusion or closing of the story.

Kurniasih and Rahmawati (2023) also say that orientation, events, and reorientation are the structure of a recount text. In terms of language, recount texts use: Past tense (for example: went, saw, played), Time connectives (like: then, after that, finally), Action verbs (like: walked, ate, traveled) to show actions.

Even though recount texts are taught in junior high school, many students in senior high school still find it hard to write them. Astuti (2021) found that students often feel nervous when they are asked to write recount texts. They have problems with ideas and also with using the correct

grammar and order of events. Because of that, a clear and genre-based way of teaching is needed so students can understand the structure of the text and improve their writing step by step.

D. Kurikulum Merdeka

Kurikulum Merdeka is the national curriculum made by the Ministry of Education, Culture, Research, and Technology of Indonesia (Kemendikbudristek). It is made to improve the quality of learning in Indonesia. This curriculum started in 2021 in a few schools and became wider in 2022. In 2024, Kurikulum Merdeka officially started in all schools in Indonesia, from kindergarten to senior high school, based on the Regulation of Mendikbudristek No. 12 Year 2024. In teaching, Kurikulum Merdeka gives more freedom to teachers. Teachers can try new ideas, change the way they teach, and choose materials based on students' needs. The goal is to make learning more meaningful and fit for the modern world. Here are some important points of Kurikulum Merdeka in teaching:

1. Student-Centered Learning

Kurikulum Merdeka focuses on students. The teacher is not only someone who gives information, but also a guide. Students can choose what and how they want to learn. They can explore their ideas and interests more freely.

2. Flexible Teaching

This curriculum gives freedom to teachers. Teachers can choose topics that match students' interests or the local area. They can also make learning activities more fun and interactive.

3. Character Education

Kurikulum Merdeka also wants students to have good character. It uses the idea of “Profil Pelajar Pancasila” to teach values like honesty, curiosity, creativity, and adaptability. This will help students become better people and ready for the future.

4. Focus on Practical Skills

This curriculum helps students learn real-life skills. Students can use what they learn in class in their everyday lives.

5. Process-Based Assessment

Teachers don’t only look at the final results. They also look at how students learn during the process. Teachers give feedback to help students improve step by step.

6. Use of Technology

Kurikulum Merdeka supports using technology in the classroom. With digital tools like the “Merdeka Mengajar Platform,” teachers can find materials, share resources, and work together with other teachers.

7. Text-Based Learning

In Kurikulum Merdeka, each subject has learning goals (called “Capaian Pembelajaran” or CP). For English and Indonesian, students in grade 10 (Phase E) must understand and produce many kinds of texts, spoken and written.

Kurikulum Merdeka gives teachers more freedom to make lessons better and more modern. It helps students get the skills and character they need to face the future.

E. Previous Studies

Some previous studies have talked about how Genre-Based Approach (GBA) is used in teaching writing, especially recount texts. The results show that GBA can help students write better texts by following the correct structure and using proper language. Fatmawati (2021), in her research titled *“The Use of Genre-Based Approach on Students’ Writing Recount Text Achievement”*, used a quantitative method with an experimental design. The subject of the study was eleventh-grade students of a senior high school in Indonesia. She divided the students into two groups: an experimental group that was taught using the Genre-Based Approach (GBA), and a control group that was taught using a traditional method. After the treatment, both groups took a writing test to measure their achievement. The result showed that the students in the experimental group performed better in writing recount texts. They were able to organize their ideas with the correct structure and use appropriate language features. Fatmawati also emphasized that GBA helped students understand the social purpose of the text and provided a clear writing model to follow.

Alwasilah (2024), in the study entitled *“College Students’ Learning Outcomes on Genre-Based Approach Implementation in Teaching a Recount Text Writing”*, applied a qualitative approach, specifically a case study design. The participants were university students from an English Education Department. The data were collected through observation, students’ writing assignments, and interviews. The findings showed that the Genre-Based Approach helped students become more confident and

focused in their writing. The four main stages of GBA—Building Knowledge of the Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text—guided students to develop their ideas step by step. They learned how to transform simple sentences into full recount texts through structured support.

Arba'in and Rini (2023), in their article *“Does Genre-Based Approach Improve Students' Writing Recount Texts?”*, used classroom action research (CAR). The subjects were tenth-grade students in a senior high school. The researchers conducted the study in two cycles that included planning, acting, observing, and reflecting. Data were gathered through writing tests and classroom observations. The results indicated that students showed improvement in writing recount texts. They developed their vocabulary, became more confident in expressing their personal experiences, and could follow the text structure more easily. The GBA provided guidance that helped students connect their ideas and organize them properly.

Herman (2024), in his study *“A Genre-Based Approach to Teaching Writing Recount Text in a Junior High School in Tanah Datar West Sumatra”*, used a descriptive qualitative method. The subjects were eighth-grade students in a junior high school. The data were collected from classroom observations, students' writing tasks, and interviews with the teacher. The findings revealed that the Genre-Based Approach made the writing process more systematic and understandable. Students learned how to write the parts of a recount text, including orientation, events, and

reorientation, through teacher guidance and modeled texts. The students gradually became more independent in writing as they followed each stage of GBA.

Lail (2022), in her research entitled “*The Implementation of Genre-Based Approach in Teaching Recount Text to Promote Students’ Writing Skill*”, used a qualitative descriptive method. The participants were junior high school students. The data were obtained through observation, student writing samples, and teacher interviews. The study showed that the use of GBA made a significant improvement in students’ writing skills. The students were more confident in writing because they understood the process and steps involved. The structured activities and clear models provided through GBA helped students reduce confusion and made it easier for them to produce a well-organized recount text.

Based on these studies, GBA is effective in improving students’ writing skills. However, there are still very few studies about GBA in teaching recount text at Islamic boarding schools that use the Kurikulum Merdeka. This research fills that gap by exploring it at MA Al-Amien.