

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

English is an international language that must be learned. English is taught as a foreign language (EFL) in schools in Indonesia.<sup>1</sup> Indonesian students must learn English from high school to university because this language is used to write scientific books, magazines, or articles about science and technology. This is important because it will help them learn about science and technology and make it easier for them to communicate with people around the world. Innovations are needed that are further developed by teachers to enable students to actively participate in the learning process.

According to Brown, In English education, four main skills namely reading, listening, speaking and writing have been determined.<sup>2</sup> Students begin to learn to communicate in writing when they begin interacting with others at the school level. Compared to other language skills, writing skills are more complex.

Writing is the ability to communicate ideas, information and feelings in English that students must have. English has a very important impact on students, both as a means of communication with foreign speakers and as an aid for students studying other studies. In English there is narrative text learning, where narrative

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<sup>1</sup> Hj Tien Rafida, H Achmad Ramadhan, and Amaliyah Nur Chatimah Nst, 'The Influence of Using Vak (Visual, Auditory, Kinesthetic) Learning Model on the Students' Achievement in Writing Short Story Text At Second Grade Smp It Al-Hijrah 2 Deli Serdang', *Literature & Education*, 13.13 (2018).

<sup>2</sup> H Douglas Brown, *Principles of Language Learning and Teaching* (Longman New York, 2000), iv.

text is actually a funny text because the text is a form of text narrative with different variations because it can represent the story line or stories or events with prefixes.<sup>3</sup> problem then there is also conflict and at the end of the story finally there is a resolution or a happy or even sad ending.

Students must realize that writing is difficult and requires a process to write well. They must also ensure that what they write can be understood by readers. One of the reasons why we have to be careful when writing is because of this. Students will learn to write about various types of texts. Some types of writing include expository, narrative, descriptive, and persuasive. Poetry, novels, dramas and short stories are examples of the type of writing called literature.<sup>4</sup>

One of the causes of students having difficulty writing narrative texts is the use of inappropriate learning models by teachers. The success of learning depends on the teacher. Teachers often use conventional learning models, where teachers focus on the learning process and are not student-centered. As a result, students become bored and disinterested during the learning process. Therefore, teachers in this context must have the ability to apply appropriate learning models to teach writing skills. The genre-based learning model is one model that can be used to overcome difficulties in writing narrative texts.

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<sup>3</sup> Agus Sholeh and Mukhtarul Anam, '*english curriculum development of elementary school at sdn banat banin lamongan*', 7.1 (2020), 40.

<sup>4</sup> Hj Tien Rafida, H Achmad Ramadhan, and Amaliyah Nur Chatimah Nst, 'The Influence of Using Vak (Visual, Auditory, Kinesthetic) Learning Model on the Students' Achievement in Writing Short Story Text At Second Grade Smp It Al-Hijrah 2 Deli Serdang', *Literature & Education*, 13. (2018).

In the process of learning English, the teacher's task is to help students acquire communication skills. To do this successfully, teachers must have professional expertise. The Genre-Based Approach remains relevant to the 2013 Curriculum and offers a method to help students understand text types better. This is one methodology that can be used in the classroom, especially in high school.

By using a genre-based approach, teaching writing in the classroom must reflect the social function of each text taught. Therefore, the use of a genre-based approach cannot be separated from the social activities carried out by students during writing learning. Under the guidance of educators, teachers provide text facilities that can encourage students to discover many things about the text.<sup>5</sup> Therefore, the role of the teacher must function as a coach and facilitator, the teacher assists students in involving them in their thinking processes.

## **B. Identification of The Problem**

Based on the explanation of the background study above, the identification of problems are following below:

1. The students find difficult in writing narrative text.
2. lack of teacher innovation in learning to write English.
3. The students feel bored and not interested in learning to write narrative texts.

## **C. Limitation of The Problem**

The problem to be discussed is not too broad. The researcher will know the teaching model genre based approach in teaching students to

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<sup>5</sup> Mardiana, 'The Effect of Using Genre-Based Approach on Students' Writing Analytical Exposition Text (A Quasi-Experimental Study at Eleventh Grade of MA Annajah Jakarta in 2019/2020 Academic Year', *UIN Syarif Hidayatullah Jakarta*, 2019, 1.

write narrative texts story. The place will be taken with the Ten<sup>th</sup> Grades of MA Daar Et-Taqwa petir. This writing teaching uses the teaching strategy of the Genre-Based Approach in learning narrative texts to improve students' narrative text writing skills. In addition, helping teachers and students in the teaching and learning process, and provide alternative teaching strategies for teachers to manage learning materials that are tailored to student learning needs.

#### **D. Statement of The Problem**

Based on the background of the above problems, then the problem can be identified as follows:

1. How is the implementation of genre-based approach learning models in writing narrative texts ?
2. How is the effectiveness of using genre-based approach in teaching narrative text writing?

#### **E. Objective of The Study**

Based on the problem mentioned above, the objectives that want to be achieved by the researcher in this study are :

1. To investigate the process of learning to write narrative text based on the implementation of genre-based approach
2. To Describe effectiveness of using genre-based approach in teaching narrative text writing

#### **F. Significance of The Study**

The results of this study are expected to be beneficial to:

1. For Students: to assist the student to increase and develop their knowledge about writing narrative text by applying Genre-Based Approach as one effective of way.

2. For English teachers or other language practitioners: to get an alternative solution in teaching writing narrative text by applying Genre-Based Approach.
3. For the writer: to get new knowledge and experience in teaching writing narrative text by applying Genre-Based Approach.
4. For further researcher: to get the basic information from this research to do further research, and also for the writer who wants to make Genre-Based Approach as one variable.

### **G. Organization of The Study**

This paper is divided into five chapters, which contain several points that describe chapters.

*Chapter I* Introduction, consist of Background of the Study, Identification of Problems, Focus of The Research, Research Question, Objective of The Study, The Significances of The Research and Organization of study.

*Chapter II* Theoretical Framework, writing narrative text,genre based approach , Previous Research

*Chapter III* Research Methodology, consists of the setting of Research,place and time,population and sample,research instrument,scoring of writing,techniques of collecting data,Techniques data analysis.Research Design, Data Collection, Data Analysis and Instrumental research.

*Chapter IV* Research Findings, Discussion.

*Chapter V* Conclusions and Suggestions.