CHAPTER I
INTRODUCTION

A. Research Background

Learning foreign languages in the world of formal and non-formal education is currently very much supported, especially learning English. English is currently a language that has an important role in the era of globalization. This language is used in various aspects of life, including education. As a foreign language, learning English is certainly not easy. Four language skills are needed that must be mastered by students, namely listening, speaking, reading, and writing (Mufliharsi & Nurani, 2016). For someone who has good English skills it is believed to increase confidence in communicating, and of course, in improving English language skills.

The Efforts to implement English language training in learning to improve English communication skills by providing learning that is not only serious considering that students have also been given enough lessons at school, but also interesting and fun so that they can feel at home and pay attention while studying English (Aunurrahman *et al.,* 2021) through learning and communication materials for elementary school children, the government of Parit Baru Village, Kubu Raya in collaboration with IKIP-PGRI Pontianak held an English Village in Parit Baru. With English Village expected to improve English skills in Parit Baru Village, researchers used a genre-based approach to help students learn English.

The implementation of the English Village (non-formal education) program in Parit Baru village is carried out using a genre-based approach that has often been used in the context of formal education. The genre-based approach is a teaching approach that emphasizes text because a text has meaning in the learning process that can help students in communicating skills and developing skills (Listening, Writing, Speaking, and Reading) in English with interesting text teaching materials. This study also proposes a genre pedagogy under the functional linguistic system framework (SFL GP) with the

integration of fun activities as a text-based approach. Therefore, this study wanted to see how the text, explicit teaching, scaffolding, and implementation of SFL GP teaching (Aunurrahman *et al*., 2022) used in teaching English in Parit Baru can be implemented and effective for students.

These previous studies showed that in journal (Mufliharsi & Nurani, 2016) The genre-based approach is derived from the concept of the SFL GBA approach (functional systemic linguistics genre-based approach). This approach emphasizes the importance of teacher intervention in the student learning process in the classroom. (Aunurrahman *et al.,* 2021) The field notes that had been analyzed thematically showed that singing activities that involved physical movements were not only useful for learning English language but also building the students' interest in learning English language. (Aunurrahman *et al*., 2020) This allows the study to utilize SFL GP to teach what the students' needs, which are not only about the schematic structures and linguistic features of the daily texts but also how the students learn to be critical, specific, accurate, and meaningful in providing reasons and information and constructing daily life texts. (Aunurrahman *et al*., 2020) the researcher applied genre pedagogy teaching procedures, explicit teaching, and scaffolding to ensure the students could do the work effectively. (Aunurrahman *et al*., 2022) a genre pedagogy under the SFL framework could be integrated with joyful activities that not only provide guidance but also promote enjoyable learning in building the English language capacities of the young EFL learners in a non-formal educational context.

The previous study shown above has inspired the researchers to explore the practice of implementing genre-based approach in English Village. Therefore, this study wanted to find out how to implement a genre-based approach in teaching English at English Village students in Parit Baru by tracing the practices and teaching materials that have been prepared. The difference between this study and previous research is that this study was conducted on students in Parit Baru who participated in the English Village program in building English communication skills in children.

B. Research Problems

Based on the background explanation above, the researcher concludes that the research problem of this study is:

How is the implementation of a genre-based approach in teaching English to the students of English Village at Parit Baru?

C. Research Purposes

This study aims to determine:

To find out how to implement a genre-based approach in teaching English at Parit Baru.

D. Scope of the Research

1. Research variable

A research variable is a phenomenon that has characteristics or values that change from a person, object, or activity chosen by the researcher to be studied and conclusions drawn (Sugiyono, 2011). In this study, the researcher uses a case study as a research design the case study uses only one research variable that wants to be explored, namely teaching English using a genre-based approach.

2. Research Operational

The operational definition of teaching English is learning English language skills using a method or approach. Then, a genre-based approach is an approach used in teaching English that focuses on the schematic structure and linguistic features of a genre or text type. The teacher or teacher plays a role in guiding students explicitly so that they can speak English independently.

E. Significance of the Research

1. Theoretical significance

    From a theoretical perspective, a genre-based approach can enrich the literature on genre-based approaches which are still limited in non-formal education.

2. Practical significance

    From a practical perspective, this research is expected to help readers to understand more closely the theories and learning principles used in the genre-based approach and also give a positive contribution:

    a. Teacher

        This research can provide a new prespective for teachers in carrying out learning activities, to improve the quality of teaching English

    b. Students

        The researcher hopes that this research can provide good things for students, especially in improving English learning and developing 4 skills in English (speaking, listening, writing, and reading).