CHAPTER I
INTRODUCTION

A. Research Background

Teaching English is a dynamic and complex effort that requires educators to implement practical methods, participate in self-reflection, and achieve continuous professional growth. The process of teaching English is examined, along with crucial methods for effective language instruction, the value of reflection in the classroom, and opportunities for continuing professional development. Effective teaching depends heavily on reflective practice. In order to evaluate their methods of instruction, identify their strengths and potential areas for development, and make wise decisions that will improve student learning, teachers participate in continual reflection. Journaling, observing lessons in the classroom, and asking for input from coworkers and students are all examples of reflective activities. Teachers develop their instructional strategies, respond to the needs of their students, and promote professional development through reflection.

Dusun Tauk, Landak district is a place for researchers to do this research, because there learning English is applied in a not long time. the spread of English they can also very little,can be called beginners. with the presence of this research can be made a reason for children to complete the lessons of English and when they already occupy the bench of the school then they do not have a difficulty to learn as well as adapt to the environment.

Complying with the demands from the problem above need a current and supple solution to complement learning in the 2013 curriculum, which does not teach English in primary schools and prepare, and support the implementation of a prototype curriculum that makes English a project-based elective subject. Accordingly, this study will explore the practices of the teaching English in Dusun Tauk. The implementation of the Genre-Based Approach in this practice will help students at Dusun Tauk to prepare their knowledge in learning English. This research explores the practices of

Teaching English and the implementation of practice teaching English at Dusun Tauk as non-formal education that will use a genre-based approach under systemic functional linguistics (sfl GBA) in the practices of English village.

The genre-based approach (GBA) is a strategy for language learning and teaching that puts an emphasis on helping students become communicatively competent in a variety of text kinds and genres. It is frequently employed in the study of languages, particularly when reading and writing abilities are being taught. The GBA strives to give students the skills they need to comprehend and create writings in particular genres by acknowledging that different forms of texts have unique language qualities and structures. A learning framework called the genre-based approach (GBA) focuses on teaching language and literacy using an investigation of various genres or text types. It is often used in language education, specifically when teaching speaking, writing, and reading. GBA emphasizes the significance of comprehending and creating texts within aware cultural and social contexts and views language as an activity of society.

Genre-based method of teaching and learning languages has attracted a lot of interest and recognition in the world of education. This method aims to improve pupils' language skills through the study and evaluation of various genres or text types. Understanding the genre-based approach's research history can help us examine its theoretical underpinnings, pedagogical consequences, and advantages for language learners. This genre-based approach was developed in reaction to the inadequacies of traditional language education techniques, which frequently downplayed the value of real-world communicative tasks and realistic language use. The genre-based approach to language education was founded on this theoretical framework.

This method must be implemented with careful instructional design and scaffolding. In order for students to explore and analyze genres, recognize their linguistic characteristics, and practice writing texts in many genres, teachers must foster a helpful learning environment. Activities for teaching can include

genre study, role-playing, coached writing, group projects, and self-analysis. Students can gain a thorough awareness of genre rules and learn to tailor their language use to certain communication circumstances by participating in these exercises. The genre-based approach proved to be advantageous, although it has its limitations. It could be challenging to educators modify curricula and teaching methods in order to adapt to the genre-based approach. Additional research is needed to investigate the application of the genre-based approach across different language situations, competence levels, and cultural contexts.

The genre-based approach has been used worldwide, including in Indonesia. A style-based technique has been utilized in a few studies, and this approach can support the academic writing development of ELLs in K-12 schools (de Oliveira & Lan, 2014). At the level of junior high school, it was reported that the genre-based approach could be used to teach the English language to Islamic junior high school students, mainly focused on writing (Aunurrahman et al., 2020b). also, the genre-based approach could be implemented in teaching reading at SMPN 17 in Pekanbaru (Ningsih, 2015). At the secondary education level, the genre-based approach to teaching writing and speaking in recount text (Hidayat, 2018). This approach is also used to teach, especially to teach scientific writing, at the level of tertiary education (Aunurrahman et al., 2017c). It implements Genre Based Approach to Teaching Narrative Listening (Prasiyanto Cahyono, 2017).

These previous studies have shown that a genre-based approach has been used mainly to teach in formal education but less in non-formal education; therefore, this research wants to explore the practices and the implementation of the Teaching English program as a non-formal education program that allows an early introduction to English to develop materials that will rather than depend on the National Curriculum which may not be adaptive. The practice of teaching English at Dusun Tauk adopts a genre-based approach to help the participants as students learn English. It is one approach to solving a problem in the learning process by overcoming it through language. Furthermore, this approach is used to exchange information and

knowledge and interact socially (Retno Ajil et al., 2018, p. 92) that used a genre-based approach under systemic functional linguistics (SFL GBA) in the practices of English village.

B. Research Question

Based on the background of this study, the following research questions formulated that going to analyze are as follows:

1. How is the implementation of a genre-based approach to teaching English at Dusun Tauk?

2. How do did students respond after Teaching Practices of English used a genre-based approach at Dusun Tauk?

C. Research Purpose

From the research problem above, this research has some purpose, there are as follow:

1. To find out how is the implementation of a genre-based approach to teaching English at Dusun Tauk.

D. To find out how students respond after teaching used genre-based approach

Benefits of the Research

a. Theoretical Benefit

Research provides valuable benefits for researchers in increasing knowledge, developing skills, applying abilities and contributing to society. This encourages the personal and professional growth of researchers.

b. Practical Benefit

Research has significant benefits for the places studied. Research helps in a better understanding of English, development of appropriate policies for teachers and schools to implement English learning in schools, increasing public awareness about the importance of teaching English to early childhood in Dusun Tauk

E. Scope of the Research

Research Variable

A variable is all of the forms that have some characteristics that we want to measure in some way, it is used to get results from the problem that we want to research (Fraenkel, Wallen, & Hyun, 2012). Variable is a concept and also the characteristic that is controlled, observed by the researcher. Based on the title, the researcher only used one variable to be explored, which is how to teach English using a genre-based approach in informal education by English Village at Dusun Tauk.

F. Operational Definition

1. The village of Dusun Tauk is included in one villages in a sub-district in the Landak Regency, namely the Air Besar District, and is located in a Landak Regency, West Kalimantan Province, Indonesian Countries. There are frequent arrivals of foreign tourists who make observations for the activities of the foundation they built.

2. Teaching English is a dynamic and complex effort that requires educators to implement practical methods, participate in self-reflection, and achieve continuous professional growth.

3. The genre-based approach (GBA) is a strategy for language learning and teaching that puts an emphasis on helping students become communicatively competent in a variety of text kinds and genres. It is frequently employed in the study of languages, particularly when reading and writing abilities are being taught.

G. Significance of the Research

The findings of this are expected to give useful information also give positive contribution:

1. Theoretical Significance

The implementation of this research is expected to bring benefits that can be seen from a theoretical and practical perspective, a genre-based

approach can enrich the literature on a fairy-based approach that is still limited to non-formal education.

2. Practical Significance

Looking from the practical perspective, it is hoped that this study will help the reader to understand more closely the learning theories and principles used in genre-based approaches.