CHAPTER I
INTRODUCTION

A. Research Background

Language is the most important key for people to connect with others. Language makes it easier for people to express their thoughts, feelings, and needs. It helps people communicate with others so they can share everything. They use language to communicate ideas in writing and orally. Therefore, communication plays an important role in everyday life, especially in teaching and learning. Communicate with teachers in the teaching and learning process, especially by providing materials to normal students or students belonging to special needs. Brown (2000: 7) stated that "teaching cannot be defined apart from learning." Teaching is to guide and promote learning, enable learners to learn, and create conditions that enable students to learn. Teachers are just taught like children, young people, or apprentices. Teaching attempts to create a stable environment for the learning process. Moreover, teaching is the process by which teachers help, and guide students to achieve learning goals. These goals can be achieved through teacher activities, such as selecting and presenting materials, selecting appropriate strategies, and also evaluating students' learning results. Therefore, teaching is a purposeful activity. This means that teaching activities are related to purpose. Therefore, teaching aims to achieve the goals of the learning process.

The implementation of the English village Program as a non-formal education program allows for an early introduction to English using materials created according to the needs of the rural community rather than relying on a national curriculum that may not be suitable for the village or the community around the village. To make Parit Nanas English Village a success, the researchers applied a genre-based approach to helping students learn English.

The genre-based approach had been widely used around the world including in Indonesia. Genre-based methods have been widely used in secondary education to teach different types of writing and speaking, such as this method is also often used to teach writing, especially writing science in higher education (Aunurrahman *et al*., 2017; Emilia & Hamied, 2015; Nagao, 2019). The text-based approach is effective in improving students' argumentative writing skills (Indrayatti, 2015). In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them. The application of the Genre Based Approach provides a new learning experience for teachers in the end can transfer the understanding of the material for students to increase motivation to learn English, especially learning to write (Nurani *et al*., 2018). The researcher found that teaching stages in the genre-based are parallel with stages in teaching writing (Batubara & Pd, 2013). Genre-based approach directs students to be able to understand and produce texts in a variety of contexts, both oral and written (Martina & Afriani, 2020). level of tertiary education(Aunurrahman *et al*., 2017).

There are many reasons for the problems in the teaching process of parit nanas, especially in primary schools. First, students hardly know what English is. Secondly, when the teacher is teaching, most of the students do not pay attention to the teaching process, so the teacher cannot organize the lesson well. Third, students are less motivated to learn English. Students face the same difficulties and the last one is that the teacher who teaches English at a school near the Parit Nanas area has weaknesses in teaching English, namely, the teacher only provides materials and assignments, and there is very little interaction between the teacher and students, there is no such thing as feedback activities after learning, activities for introduce the material that will be studied today and also there is no question and answer session. They don't realize that English is important to them. So, teachers must find a new way of teaching English to encourage students to write. Students tend to learn and increase their vocabulary, especially in English is

a very important thing. Therefore, researchers use genre-based methods in the teaching process.

Mainly, the previous studies have used the Genre-Based Approach in the formal educational context. Meanwhile, limited studies have been conducted in the non-formal educational context. Accordingly, this study will use a genre-based approach under systematic functional linguistics (SFL GBA) as a framework for exploring the practice of the English village program in Parit Nanas. The researchers will make use of cartoons as teaching material design.

B. Research Questions

The study aims to answer:

1. How is the implementation of genre-based approach in the teaching English language to the student of the English village at Parit Nanas?
2. What are the students responds toward teaching English village by using genre-based approach?

C. Research Purposes

Based on prior research questions this study aims to explore:

1. To find out how is the implantation of genre-based approach in the teaching English language to the student of English village at Parit Nanas.
2. To find out what are the students responds toward teaching English village by using genre-based approach?

D. Scope of The Research

1. 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). The variable is a concept and also the characteristic that is controlled, and observed by the researcher. Based on the title, the researcher only used one variable to be explored, which is the methods used to teach English in English Village at Parit Nanas.

2. Research Operational

The operational definition of this English Teaching is learning English language skills using a method or approach. The teachers have a role to guide students explicitly until they can understand English independently.

E. Significance of the Research

The existence of this research is expected to be a useful study including the following:

1. Theoretical Significance

The implementation of this research is expected to bring benefits that can be seen from both theoretical and practical perspectives. From a theoretical point of view, a genre-based approach can enrich the literature on genre-based approach, which is still limited in non-formal education.

2. Practical Significance

 a. To the Teacher

 The findings of this study will be expected to be a source of information that will provide information to English teachers in using

 b. To the Students

 The findings of this study are expected to provide good benefits to students in improving their writing skills and critical thinking.

 c. To the Village

 The findings of this study will be expected to be one of the sources or reading materials large enough to enrich students' English knowledge and also become a basic reference to teachers in the learning process using genre-based approach methods.

 d. To the Researcher

 This study will be expected to increase researcher awareness of the importance of applying learning methods in the classroom to improve students' learning abilities while improving good cooperation with teachers and colleagues in the school.