

CHAPTER II

LITERATURE REVIEW

A. Communicative Competence

Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical Communicative Language Teaching Today 3 competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity that is understood by the term communicative competence. there are some statements of communicative competence by experts. Bloemer, Pluymaekers & Odekerken (2013) said “We define communicative competence as the capacity of an organization and its personnel to communicate effectively in foreign languages and to convey information in a manner that is easily understood by foreign customers.” stated that the term communicative competence is the knowledge of both rules of grammar and rules of language use.

Based on the above discussion, this study Defines the term "communicative competence" as Knowledge of the rules of verbal and non-verbal communication and the skills to use them effectively and appropriately understand knowledge in real life to achieve communication goals. While, Richards (2006:2-3) says:” communicative language teaching

(CLT) is a set of principles about the goal of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom". The goals of language teaching are teaching communicative competence, and applying grammatical competence in communication. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It is the mastery of the rules of sentence formation in a language. While communicative competence is the use of language for meaningful communication. Communicative competence includes aspects of knowledge about:

1. Knowing how to use language for a range of different purposes and functions
2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

To achieve the Communicative competence above, one approach will be carried out in this study, namely text-based instruction or what is known as a genre-based approach that has been developed under systemic functional linguistics. To be specific, the genre-based approach (GBA) used is under the systemic functional linguistics (SFL) movement. Hereafter will be known as SFL GBA.

The SFL GBA is based on three basic principles. The first principle is that learning a language is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). This means that SFL GP requires a social context. In this study, social activity or social context refers to everyday life texts such as instructions, invitations, and requests for permission required by the

national curriculum. The second principle is explicit teaching. Here, teaching a language must be explicit where a teacher provides explanations and resources for the students to learn the social functions, schematic structures, and linguistic features of the genres (Aunurrahman *et al.*, 2017a; Emilia & Hamied, 2015). The third principle is guidance. Teaching is more than just transferring the knowledge above to the students. It is also about providing proper guidance or also known as scaffolding that would help the students to be independent in learning especially in constructing their own texts individually (Kuiper *et al.*, 2017; Kusumaningrum, 2015; Martin & Rose, 2005; Nugraha, 2013).

In a type-based approach, the most important primary element is the use of text. The text here is not limited to written text but also includes symbols and images with meaning and context (Emilia, 2005; Halliday, 2007). In this study, the background was UK rural students from primary and secondary education levels. Assuming that students have limited English experience, this study will help increase students' experience by using relevant texts.

B. Concept of English Village

Since the implementation of the curriculum in 2013, primary schools no longer provide English because it is not a required subject but only local content. This rule makes English more and more unfamiliar to children. While learning English as a Foreign Language at the primary education level can be a solid foundation for children. The need for English has turned out to be higher, especially since the implementation of the ASEAN free market in 2015 through the ASEAN Economic Community (MEA) (Merdeka.com, 2020).

Therefore, the English Village program in West Kalimantan Province is needed as part of non-formal education to build children's English communication skills. A high-quality education that includes English Language Education, will enable children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills. The implementation of the English village program as a non-formal

education program allows the introduction of English to be carried out at an early age with materials that are built according to the needs of the village community rather than depending on the National Curriculum which may be less adaptable to rural communities.

There are 3 models of English Village options that can be developed based on the agencies that will be involved. The 3 selected models are:

1. Village Model. The English village model of the Village means that the Village is willing to participate in the English village Program in terms of human resources, facilities, management, and financing. This model is most expected to be implemented because the village has a major influence on the development of people's lives.
2. School Model. The English Village Model of the School means the school is willing to participate in the English village Program in terms of human resources, facilities, management, and financing. The target schools are elementary schools where English is not a compulsory subject. Implementation in schools can be done in the form of local content or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the need for English subjects. In addition, this implementation may only be limited to students in the school environment.
3. Islamic Boarding School Model. The English village model of the Pesantren means the Pesantren is willing to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. The pesantren model has similarities in the weaknesses that exist in the school model, which is limited to the pesantren environment.

Based on the above types of English village, this study will apply village model. The researcher will further communicate the English village program to the village government in terms of human resources, facilities, management, and financing.

C. Teaching Practice of ELT

1. Characteristics

The practice of teaching ELT means the practice that the teacher will use in the classroom. This will affect students' understanding of the English language material. Utilizing best practices will affect students' motivation in the study (Soomro et al., 2016, p. 119). English village uses a genre-based approach with teaching procedures for building knowledge of the field, modeling, joint construction, independent construction, and using the teaching principles of explicit teaching and scaffolding.

a. Building Knowledge of Field

The purpose of this stage is to build up students' knowledge or background knowledge about the topic they are about to write about or about its topic. This stage is the most fundamental stage in the cycle that should be conducted to assist students to gain an understanding of the context and it affects how students perceive new information (Emilia, 2010; Emilia, 2011; Svinicki, 1993). To help students master the topic, teachers teach language skills at this stage, including reading, listening, and speaking. In the context of studying in Indonesia, this stage is very helpful for students to learn relevant knowledge and vocabulary. When the student's vocabulary is very limited, the number of meetings will be allocated as much as possible according to the needs.

At this stage students:

1. Introduce the social background of the real model of the specific type of text being studied
2. Explore the characteristics of the general cultural background in which such texts are used and the social goals to be achieved
3. Explore the context of the current situation by checking the register of the selected example text.

Register exploration includes:

1. build knowledge about the topic of the model text and knowledge about social activities in which the text is used, for example, social activities looking for work within the employment theme;
2. understand the roles and relationships of the people who use the text and how they build and maintain relationships, for example, the relationship between a job seeker and a potential employer;
3. understand the communication channels used, for example by telephone, talking face to face with fellow members of the interview panel, and so on.

Context-building activities include:

1. presenting context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers, etc.;
2. setting social goals through discussions or surveys, etc.;
3. carry out cross-cultural activities;
4. carry out related research activities; and
5. compare the model text with other texts with the same or different types of text, for example comparing a job interview with a conversation between friends.

At this stage, teachers must carry out activities to help students understand the content of the text, including the role of relevant personnel, the purpose of the text, the function of the text, and the type of situation. Understanding activities can range from simple activities (finding information about "what") to more complex activities (reasoning questions). The questions can be in the form of multiple choice, complement, or description depending on the level of learning (Madya & Bahasa, 2013). This stage can be carried out in multiple meetings because the intensive accumulation of knowledge will enable students to truly understand the topic to be written or discussed. This will make it easier for students to write

or talk about topics in the same type of text. The longer time in this phase can be compensated by reducing the time allocated to the next phase.

b. Modeling of Text

At this stage, the teacher provided a text model to explain including its organizational structure and language characteristics. According to Rothery (1994) cited in De Oliveira & Lan (2014), this activity refers to the deconstruction of the text. Teachers can also demonstrate to students writing certain types of essays in front of the class so that students also know how the teacher writes, revises, and edits his essays.

At this stage, analysis and discussion are conducted on how and why examples of texts from certain types of texts are arranged to express meaning. Through text deconstruction, students can analyze the components of the text. Madya & Bahasa (2013) mentions examples of questions that teachers can use to help students, for example:

1. What is the social function of the text?
2. Who uses it?
3. Why?
4. What is the topic?
5. Who are the participants?
6. How do they relate to each other in the situation?
7. Is the language spoken or written?
8. What is the function of each part of the text?
9. What are the language features?
10. How can we find out what the text is about?
11. What is the relationship between the writer and the reader?

In short, at this stage, students study the structural patterns and language features of the model text and compare the model text with other examples of the same type of text. At this stage, it is recommended that teachers use diagnostic principles to determine

how much time to invest in specific language features and the type of display or practice that each student needs to demonstrate or practice for each feature. The activities of giving examples and disassembling texts are carried out at the level of discourse, sentence, and expression.

It is at this stage that the teacher can use various techniques to deal with the grammar and structure of the text. However, all activities and teaching points are handled about the type of text being studied, the social goals to be achieved, and the meaning to be generated. Cited by Madya & Bahasa (2013), Flowerdew (2000) suggests to teachers expose several texts with the same genre to students so that they see that there are variations in similar texts.

c. Joint Construction of Text

This stage provides opportunities for students to implement their understanding and ability to produce texts from the type of text being taught. At this stage, students begin to contribute to the preparation of all examples of the type of target text and the teacher gradually reduces his contribution to the preparation of the text while students are increasingly able to control the writing of text types independently (Feez & Joyce, 1998:30). To make students confident in producing texts, the principles of scaling and the zone of proximal development are visible because teachers or peers who are more proficient in providing real assistance to individual students. At this stage even though the dominance of the teacher is reduced, the teacher must ensure that the students continue to work. Because if student participation is reduced or passive, the purpose of this stage cannot be achieved. In the Indonesian context where the average number of students in the class is large class, the teacher's attention to the participation of each individual must be a top priority. If the essence of this stage is not met, this approach will be useless.

The teacher needs to carry out a diagnostic assessment because the teacher must determine whether students are ready to move on to the next stage or whether they still need to do additional tasks in the previous two stages.

d. Independent Construction of Text

The learning activities in this stage are the same as those in the previous stage, except that the students write texts independently at this stage. This activity was also in line with Hammond (1992), where the teacher gradually decreased her role in guiding the students, thus they could construct a text independently. Through the opportunity to write texts independently, students gain opportunities for oral and writing skills that are just starting in the early stages.

Learning activities at this stage include:

1. Listening tasks, such as comprehension activities of recorded materials or real (direct) materials, such as doing homework, checking (✓) or marking a line on a worksheet, answering questions, etc.
2. Speech assignments, such as oral reports before classes, community organizations, etc.
3. listening and speaking tasks such as role play, real dialogue, or dialogue simulation
4. reading tasks such as comprehension activities in response to written material such as completing an assignment, sorting pictures, numbering sequentially, putting a tick (✓) or underlining worksheets, answering questions
5. writing assignments that require students to draft and present the full text.

If the situation permits, learning activities can be continued until the Linking to Related Texts stage as suggested by Feez and Joyce (2002).

2. Teaching Materials

Kids can learn a lot through videos/cartoons. There are many educational cartoons, created especially for children, through which they can learn vocabulary, word spelling, functions, expressions, and foreign languages. Children can learn foreign languages by watching cartoons, as some of them present some initial vocabulary and common expressions in the target language.

There is a cartoon called Dora the Explorer which is very appealing to children, besides that it also deals with English in a way that can be explored in the English teaching process as shown below.

Dora the explorer

As we have already discussed, people learn English for many reasons, such as academic purposes, career, culture, etc. Independent of cause, the sooner the better, as it is supported by the critical period hypothesis.

Children are motivated by visual and auditory assistance. Therefore, the purpose of this paper is to demonstrate whether video/cartoon is a truly beneficial tool in the English teaching process. For that, we've chosen an episode of Dora the Explorer.

Dora the Explorer is an educational TV cartoon that engages children by teaching them how to say numbers, colors names, functions, and other language features in their native language, but she also teaches some English vocabulary, expressions, and short sentences. However, in the original version, Dora spoke English and taught the audience to speak some Spanish.

The adventures revolve around a problem, which most of the time is caused by the villain Raposo, which is always trying to disturb Dora and Botas through their way. He is called Swipper in the American version because he steals things from the characters. Raposo can only be stopped if the viewers say “Raposonãopegue”.

The help of viewers is part of the interaction because when the characters ask questions, such as if they see something or if they know

what something is, they give viewers some time as if they were waiting for the child to respond. Dora has a backpack in which she carries all the stuff she needs, including a map. The map and the backpack sing a short song explaining what they are used for every time Dora needs them.

All episodes follow the same order of events for the child to understand the pattern of situations where little Dora ends up getting involved. There is always a problem for them to deal with, but they always find a way to handle the problems created by them.

Their learning preferences and their way of learning also count a lot. Lightbown&Spada (2006) says that there are different ways through which we learn. People that are called visual learners cannot learn something until they see it. The auditory ones learn best by listening and the kinesthetic learners find it easier to learn by physical action, such as miming or role-play. Dora's cartoon presents all those learning styles, as children can watch, listen and also move according to what the episode presents.

Table 2.1 Teaching material

In Indonesian Version	In English Version
Dora the Explorer adalah kartun TV pendidikan yang melibatkan anak-anak dengan mengajari mereka cara mengucapkan angka, nama warna, fungsi, dan fitur bahasa lainnya dalam bahasa ibu mereka, tetapi dia juga mengajarkan beberapa kosakata bahasa Inggris, ekspresi, dan kalimat pendek. Namun, dalam versi aslinya, Dora berbicara bahasa Inggris dan mengajari	Dora the Explorer is an educational TV cartoon that engages children by teaching them how to say numbers, colors names, functions, and other language features in their native language, but she also teaches some English vocabulary, expressions, and short sentences. However, in the original version, Dora spoke English and taught the audience to speak some Spanish. The adventures revolve around a

<p>penonton untuk berbicara sedikit bahasa Spanyol.</p> <p>Petualangan berkisar pada masalah, yang sebagian besar disebabkan oleh penjahat Raposo, yang selalu berusaha mengganggu Dora dan Botas melalui jalan mereka. Dia disebut Swipper dalam versi Amerika karena dia mencuri sesuatu dari karakternya. Raposo hanya bisa dihentikan jika penonton mengatakan “Raposonãopegue”.</p> <p>Bantuan pemirsa adalah bagian dari interaksi karena ketika karakter mengajukan pertanyaan, seperti jika mereka melihat sesuatu atau jika mereka tahu apa itu, mereka memberikan waktu kepada pemirsa seolah-olah mereka sedang menunggu anak untuk merespon. Dora memiliki ransel di mana dia membawa semua barang yang dia butuhkan, termasuk peta. Peta dan ransel menyanyikan lagu pendek yang menjelaskan apa yang mereka gunakan setiap kali Dora membutuhkannya.</p> <p>Semua episode mengikuti urutan kejadian yang sama agar anak memahami pola situasi di mana Dora kecil akhirnya terlibat. Selalu</p>	<p>problem, which most of the time is caused by the villain Raposo, which is always trying to disturb Dora and Botas through their way. He is called Swipper in the American version because he steals things from the characters. Raposo can only be stopped if the viewers say “Raposonãopegue”.</p> <p>The help of viewers is part of the interaction because when the characters ask questions, such as if they see something or if they know what something is, they give viewers some time as if they were waiting for the child to respond. Dora has a backpack in which she carries all the stuff she needs, including a map. The map and the backpack sing a short song explaining what they are used for every time Dora needs them.</p> <p>All episodes follow the same order of events for the child to understand the pattern of situations where little Dora ends up getting involved. There is always a problem for them to deal with, but they always find a way to handle the problems created by them.</p>
--	--

ada masalah yang harus mereka tangani, tetapi mereka selalu menemukan cara untuk menangani masalah yang diciptakan olehnya.		
Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	<ol style="list-style-type: none"> 1. Students watch and observe Dora the Explorer cartoon to identify the contents of Dora the Explorer cartoon. 2. After the students watch and observe the cartoon, the students identify the vocabulary in the cartoon. 3. Students discuss the meaning of the cartoon. 	<p>At this stage, the teacher builds students' knowledge by observing cartoons and identifying vocabulary in cartoons.</p> <p>and can find the meaning of the card film.</p>
Modeling	<ol style="list-style-type: none"> 4. The teacher gives an example of identifying the meaning of the cartoon. 5. The teacher gives an example of identifying vocabulary from the cartoon. 	<p>At this stage, the teacher becomes a model in identifying the meaning, vocabulary used and practicing directly so that students can easily understand the cartoon.</p>

Joint Construction	<p>6. Students can identify the meaning and vocabulary of the cartoon.</p> <p>7. Students and teachers together identify and solve existing problems.</p>	At this stage, the teacher and students practice together how to sing the song guided by the teacher.
Independent Construction	8. Students work individually / in pairs / in groups to find meaning, and vocabulary, as a whole and then retell the cartoon.	At this stage students independently work on and identify the assignments given by the teacher, and can interpret the cartoons that have been watched.

The table above shows the written text that will be taught to the students of Kampung Inggris Parit Nanas. As can be seen, the written texts to be taught have different social objectives, text structures, and linguistic elements. Just providing text is not enough. This leads to the second and third elements, namely explicit teaching and scaffolding or guidance.

Explicit teaching means giving unambiguous instructions and teachings. The role of the teacher or teacher is to clearly show students what has been and needs to be done when writing texts, especially when they are in the zone of proximal development (Kuiper et al., 2017; Vygotsky, 1978; Wood et al., 1976). Demonstrating what has been and needs to be done is also part of the guidance or scaffolding that students need before leaving the zone of proximal development towards independence (Aunurrahman *et al.*, 2017mar; Emilia, 2012).

Then, the genre-based approach has 4 stages that are often used in Indonesia, namely: (1) building basic knowledge; (2) text modeling; (3) text construction with the teacher; and (4) individual text construction (Aunurrahman *et al.*, 2017a; Emilia, 2012). These stages are dynamic and can adapt to circumstances because writing is a complex and repetitive activity (Emilia, 2005).

It can be seen that the genre-based approach places more emphasis on text because a text has meaning. To produce a meaningful text, the structure of the text and linguistic elements including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts. In addition, 4 stages of a genre-based approach will also be applied to see how the application of a genre-based approach in teaching English to the students of the Parit Nanas English Village, Pontianak City.

D. Exploring the teaching practice of parit nanas

Parit Nanas is a village located in the North Pontianak sub-district, Pontianak City, West Kalimantan province. Parit Nanas Village is an area located not far from one of the tourist attractions in Pontianak, Teras Parit Nanas. In Parit Nanas Village there is also a Reading House which is commonly used by the local community, especially children around the Parit Nanas neighborhood. The majority of the residents of Parit Nanas Village work as private employees and freelancers.

The existence of the English Village in Parit Nanas can make children more enthusiastic to learn English because, in this English village activity, various learning activities will be held so that children are interested and routinely learn English. English Village can also help the community in processing the pineapple ditch terrace tourism area which can attract the interest of residents as well as visiting tourists. Thus, we researchers are interested in making an English village in this pineapple trench village.

Table 2.2 This village data related to the number of population and community attending school (SD, SMP, SMA) is presented in the table below:

Total Population Based on Education Level	
Not yet/Didn't school	Tirta Arifin
Didn't finish elementary school/Equal	1.400
Finish elementary school/Equal	365
Finish middle school/ Equal	155
Finish high school/ Equal	336
Finish Diploma/Bachelor	229
Total	287

(Source: Kelurahan Siantan Hulu, Pontianak utara 2022)

Based on the data described above, this study will design learning materials that are relevant to context as required by SFL GBA. The theme that will be raised in this study is using cartoon films. Social objectives, text structure, and linguistic elements will be explained in Table 2.1.

Table 2.3 Examples of Texts That Will Be Taught in English Village

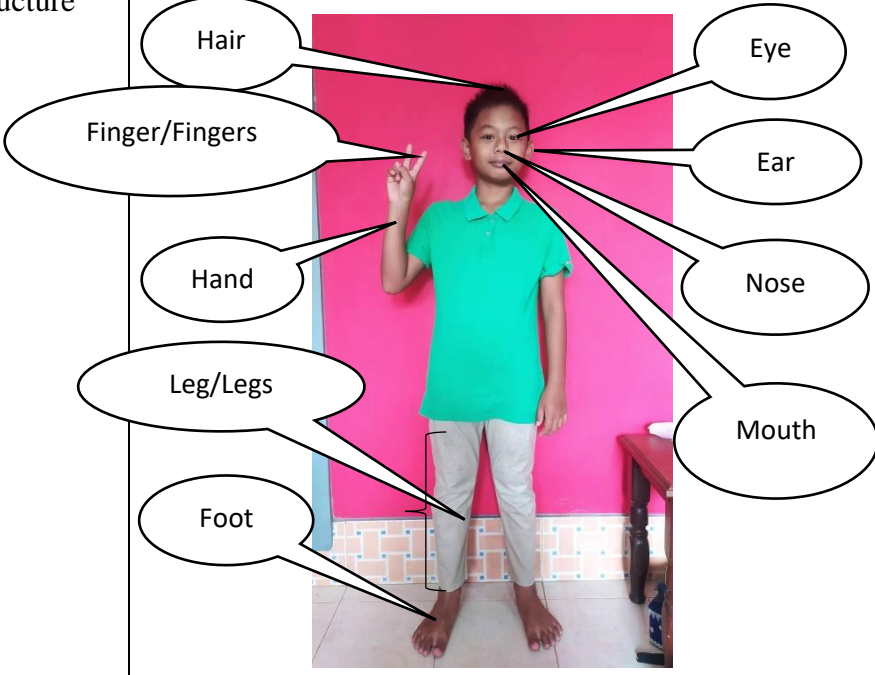
	Teks Parts of the Human Body
Social Objective	To know the parts of the human body
Text Structure	 <p>This is my hand. These are my hands. I can touch something with my hand</p> <p>This is my foot (singular) These are my feet (plural). I can walk with my feet.</p> <p>This is my eye (singular) These are my eyes (plural) I can see you with my eyes.</p> <p>This is my mouth. I can talk with my mouth</p> <p>This is my ear. These are my ears I can listen to you with my ears</p>

Table 2.2 shows the written text that will be taught to Parit Nanas English Village students. As can be seen, the written texts to be taught have different social goals, text structures, and linguistic elements. Just providing text is not enough. This leads to the second and third elements, which are explicit teaching and scaffolding or guidance.

Explicit teaching means giving clear, unambiguous instructions and teachings. The role of the teacher or teacher is to clearly show students what has been and needs to be done when writing texts, especially when they are in the zone of proximal development (Kuiper et al, 2017). Demonstrating what has been and needs to be done is also part of the guidance or scaffolding that students need before moving out of the zone of proximal development towards independence (Aunurrahman et al, 2017c; Emilia, 2012).

Then, the genre-based approach has 4 stages that are often used in Indonesia, namely: (1) building basic knowledge; (2) text modeling; (3) text construction together with the teacher; and (4) individual text construction (Aunurrahman et al., 2017a; Emilia, 2012). These stages are dynamic and can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005).

It can be seen that the genre-based approach emphasizes text because a text has meaning. To produce a meaningful text, the structure of the text and linguistic elements including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts. In addition, 4 stages of a genre-based approach will also be applied to see how the application of a genre-based approach in teaching English to the students of Parit Nanas English Village, Pontianak Utara.

E. Previous Study

Emilia & Hamid (2015) entitled “Systemic Functional Linguistic Genre Pedagogy (SFL GP) In a Tertiary EFL Writing Context in Indonesia” This article reports the results of a study to examine whether the Systemic Functional Language Genre (SFL GP) approach can help students develop skills in writing in English, as well as students' perceptions of the SFL GP teaching program. The research was conducted over a semester with 19 student teachers taking a writing course on argumentative essays in the English Department of a public university in West Java, Indonesia. The focus of the text is the interpretation, discussion, and response to literary works, but due to space limitations, this article is mainly about interpretation. The study used a qualitative case study design, with data from participant observations during 16 sessions, analysis of texts collected during the project, and questionnaires distributed at the end of the program. The results showed that although some aspects still need to be improved, SFL GP, in general, can help students develop their writing skills. Observational data showed an increase in students' writing ability supported by students' texts which described a good control of the schema structure and linguistic features of the focus texts. Finally, the questionnaire data revealed students' awareness of improving writing skills and positive responses to each activity in the program. Based on the research results, it is recommended that SFL GP be applied in other contexts in Indonesia and other countries.

Zurdianto (2016) entitled “Genre-Based Approach to Teaching Narrative Writing”. This study aims to determine the process of writing narrative texts at the junior secondary level (SMPN 4 Pekanbaru, Riau Province). The researchers, with the assistance of English teacher collaborators, conducted an action study in the classroom to observe the teaching process. This study was conducted in two cycles, each including modeling, collaborative construction, and independent construction. Cycle 1 used four tools consisting of observation sheets, field notes, interviews, and tests to collect data. In cycle 2, five tools consisting of observation sheets,

field notes, interviews, tests, and questionnaires were used to collect data. Research shows that the three steps to writing narrative texts include improving students' learning climate and improving students' writing performance including (1) students determining important information from the text; (2) students sharing ideas about their work with their friends; and (3) students present the text in class and discuss it with their classmates. Genre-based approaches have been shown to increase a pleasant learning atmosphere and improve students' writing performance in inline texts. Another finding is that all participants usually go through the basic phases of the narrative text writing process: prewriting, compiling, and revising and most of them only know terms such as the general structure of the text.

Hidayat et al (2018) entitled “GBA To Write Recount Texts on Mount Darul Ulum Karangpandan, Pasuruan”. Writing is a difficult subject for MTs students. Darul Karangpandan Pasuruan. This can be seen from the results of a preliminary study that shows the ability of class VIII MTs students. Darul Ulum Karangpandan in writing paragraphs is still lacking. The research aims to improve students' ability to write recount texts through the Genre Based Approach (GBA) in class VIII MTs Darul Ulum Karangpandan. The research design of this research is action research. The instruments used in this study were interviews, observation checklists, and tests. The study results show that the average score of students gradually increased from 56.51 in the pre-test to 71.31 in Cycle I and to 77.82 in Cycle II. This achievement proves that the application of a genre-based approach has succeeded in improving students' ability to write recount texts.

Nahid et al (2018) entitled “Genre-Based Approach To Teaching Speaking Of Descriptive Text” This study aims to test the effectiveness of the Genre-Based Approach in teaching students to talk about descriptive texts and to investigate the improvement, if any, of junior high school students in speaking about genres descriptive. To achieve this goal, both quantitative and qualitative research are used. In particular, a quasi-experimental design with only a post-test was chosen to achieve the first objective, while case studies were used to address the second research

objective. To collect data, non-participant observations, and student speaking tests were conducted. The observational data were then analyzed using inductive analysis, while the students' speaking test was continued with statistical calculations through a t-test and also analyzed using descriptive text genre framework analysis. The results showed that GBA was effective in developing students' speaking descriptive texts and improving students' views of the social function, text organization, and linguistic features of the text. In addition, this study suggests that EFL teachers use GBA to teach other types of texts.

Nagao (2019) titled "The SFL Genre-Based Approach to Writing in an EFL Context." This study investigates changes in the psychological attributes of English as a Foreign Language (EFL) learners concerning awareness of lexicogrammatical features and the generic structure of discussion genre essays. This is achieved by applying a genre-based approach to text-based writing lessons over a 15-week course. The learning procedure is carried out as follows: stage (1): modeling and deconstructing the text, stage (2): writing the target text, stage (3): peer essay genre analysis, and stage (4): writing reflection analysis. The results show a specific increase in genre-based writing, especially among low-ability English learners. The results showed that their understanding of "interpersonal meaning" such as modal verbs improved. Improvements in the use of modal auxiliaries were also noted, as the word "should" does not appear in the prewriting of the text; However, the frequency increases in post-writing texts, especially in the last paragraph, which contains the author's opinions and suggestions.

Based on the previous research above, all focus on the application of genre-based approaches to English language learning. The most frequently found values in previous research were students' metacognitive ability and writing ability in different text types. Unlike previous studies, this study does not focus on students' writing skills but instead examines the practice of implementing genre-based approaches within the framework of the Systemic Functional Linguistics movement. In addition, the research to date

has mainly focused on formal education. Therefore, researchers are interested in studying the implementation of SFL GBA in non-formal education.