

CHAPTER I INTRODUCTION

A. Research Background

English is a foreign language used by people in the world to communicate, express ideas, and innovate. English is a language that everyone must learn, This showed how important language mastery is, especially English as an introduction to one's academic success or to support a career in the working world (Sinaga, 2010).

Based on the statement above, learning English is important for someone, In learning English process, the student has experienced a problem in learning. These problems can make students less optimal in learning English. According to Wahyuni (2008) English in the school is too technical. For example, electronics, reforestation, and others. Sometimes students even know English terms very well, but they can not say things that they usually use everyday in English, and they are too embarrassed to use English for fear of being laughed at.

Base on explanations above, the researcher is interested to conduct a research to describe genre-based approach in teaching English. In connection with previous research in a similar field conducted by Zukhrufy (2019) from State Islamic University North Sumatra Medan, with her thesis *“The Implementation of Genre-Based Approach to Improve Students’ Writing Skill on Narrative Text at Second Grade of Senior High School”*. In her research, she concluded that teaching writing narrative text by using genre-based approach could improve the students’ achievement in writing narrative text. It could be seen that the higher score of writing test was 90. Before using genre-based approach the students’ achievement in writing narrative text was low. It could be seen that 4 students who passed the test and 36 students failed in the test.

The second researcher is Setiadi (2014) from Yogyakarta State University, with his thesis entitled *“Improving Students’ Writing Skill*

Through The Genre-Based Approach In Grade Xi/S3 Of Sman 1 Pleret". He found that the writing skill of students in Grade XI/S3 of SMAN 1 Pleret was improved after the implementation of the genre-based approach. They conducted discussions in doing tasks that gave them a vast opportunity to share meaning, information and knowledge both about the language and their surroundings so they can complement each other.

Related to the previous studies, the researcher want to see whether the application of a genre-based approach can develop forth grade students ability in English. Therefore researcher is interested to research this issue, the researcher would conduct the research entitled "A GENRE PEDAGOGY TO TEACHING ENGLISH TO FORTH GRADERS IN KAMPUNG INGGRIS PARIT BARU".

B. Research Question

The question to be answered in this study is as follows: How is application of genre pedagogy in teaching English to forth graders in Kampung Inggris Parit Baru?

C. Research Purpose

The purpose of this study conducted with research question to investigate how the application of the genre pedagogy in teaching English to forth graders in Kampung Inggris Parit Baru.

D. Significance of The Research

The present research would benefit toward the following aspects:

1. Theoretical benefits

Researcher hope to increase reader knowledge. In the future this research can be a reference for other researchers. Literature review can help the researchers to determine whether the topic is worth to be researched. Cresswell also stated that, the researcher can limit the scope that needed in an investigation (Cresswell, 2014 : 56).

2. Practical benefits

a. To Participants of The Study

The findings of the study would be valuable information for the teacher, so that it can make the better learning.

b. To The Teacher

The result of the present study would be providing valuable information about the genre based approach toward English learning

c. To The Researcher

The result of this study later could be explored and investigated by the researcher to gain full understanding about the genre based approach toward English learning.

E. Scope of The Research

Having obvious a limitation in this study requires the formulation of the limitation of the study. The scopes of the research in here are research variable and terminology.

1. Research Variable

The variable is characteristics or attribute of an individuals or organization studied (Creswell, 2012 : 112). It means variable can be consider as an object or subject that possess variety characteristics which can measure and observe by researcher, in this research is single variable, that is A Genre Pedagogy to Teaching English to Forth Graders in Kampung Inggris Parit Baru”.

2. Terminology

a. Genre Pedagogy

The genre pedagogy is an approach whereby students learn to understand domain specific text characteristics in order to produce such texts. Genre pedagogy is also noun as genre based approach, genre based approach is a rarely used method for teaching English writing (Nagao, 2018). There are four stages

in GBA: building knowledge, modelling, joint construction and independent construction (Derewianka, 2003:148). Genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations.

b. Kampung Inggris Parit Baru

Kampung Inggris Parit Baru is a place to learn English for students in the village. Kampung Inggris Parit Baru manifested as an effort to develop English language skills as a concrete demonstration of the collaboration demonstration with IKIP PGRI Pontianak which was held by English language study program.

c. Forth Graders

Forth grade students are part of the teaching and learning participants in kampung Inggris Parit Baru. Forth grade students who take part in this activity come from various schools, many students who are interested in participating in this activity included elementary school students, junior high school students, and senior high school students, especially Forth graders students.