# CHAPTER IINTRODUCTION

This chapter provides the introduction to the study. It consists of the background of the study, explaining reasons for choosing the topic, research questions, and research objectives. Besides, the scope and limitations of the study, the significance of the study containing theoretical and practical significance, and the definition of terminologies are also presented in this chapter.

## 1.1 Background of the Study

Genre is one of the main focuses of English language teaching in Indonesia. It is implemented in the syllabus and the current curriculum at any level of education. According to Alisha, Safitri, & Santoso (2019), the students in curriculum 2013 have to master various types of genres. Dirgeyasa (2016) defines genre as a type of writing, whether oral or written, in which language and its social function are interrelated.

Regarding this, there are twelve types of texts that have a social function. Those are descriptive, recount, narrative, explanation, report, procedure, analytical exposition, hortatory exposition, spoof, news item, discussion, and review that must be taught at school. Furthermore, Loeneto (2018) indicates that the teaching and learning activities based on genre focus on many types of text. Nevertheless, it is not easy for the teacher to teach many types of text to the students.

 In the teaching and learning process, the teachers encountered several issues in the teaching of genre. As a foreign language, some teachers may not successfully teach genre to the EFL students. According to Rahmawati, Listiyani, & Damayanti (2014), the following issues are teachers are not mastering the material, being less able to adjust the duration in presenting the material, and not considering the level of a given subject matter. More specifically, Rahmawati, Listiyani, & Damayanti (2014) also state that the issues encountered by teachers in teaching procedure text are teaching media and material, as well as the lack of knowledge and vocabulary of English in the students. These issues are related to the result of the EFL students’ text production. Toba, Noor, & Sanu (2019) state that EFL students commonly experience inadequate teaching writing processes taught by teachers, low writing motivation, and insufficient time given to writing tests. Consequently, it is necessary to conduct research in portraying how genre is taught in the EFL classroom to find out the way teachers teach in the teaching of genre since it can influence the result of EFL students’ text production.

Some previous studies are closely related to this. The issues encountered in the teaching of genre arise under the influence of two factors. According to the studies by Mauludin (2020), Sinta & Astutik (2019), Alisha, Safitri, & Santoso (2019), there are internal factors that influence the teaching and learning process based on genre. The result showed that the internal factors encountered by the EFL students in senior high school in Indonesia come from inside, such as ability, intelligence, and motivation. Supporting this, Toba, Noor, & Sanu (2019), Sasmita & Setyowati (2021) implied that the students’ internal factors also affect the success of students’ writing at the university level in Indonesia. Meanwhile, the influences that come from outside the external factors. Another study found that there are external factors experienced by teachers. The result of numerous studies showed that teachers in junior and senior high schools in Indonesia experienced limited methods of teaching (Lestari, 2021), limited teaching duration (Ningsih, 2015), less professional development, and inadequate resources and facilities (Songbatumis, 2017).

On the other hand, some previous studies focused on genre-based instruction. The studies were conducted in Turkey by Uzun & Topkaya (2019), in Swedia by Kindenberg (2021), and in Vietnam by Truong (2017), involving teachers, junior high school students, and university students as the participants. The result of the studies mostly showed that the genre-based instruction enhances the participants’ writing performance and comprehension in compiling the content of text production. According to Abdel-Malek (2019), in his study at the university level and Haryanti & Sari (2019) at the senior high school level, there is a difference between students who have been taught and given genre-based instruction and those who have not. Supporting this, Huang & Zhang (2019) added that teachers’ instruction is able to improve the EFL students’ performance in writing.

In line with this, Loeneto (2018), Matsumura, Correnti, & Wang (2015), Sipayung, Tampubolon, Napitupulu, & Tobing (2021) have studies focused on the result and the quality of the text. The results mostly indicated that half of the EFL students in junior high school, primary school, and university level could produce texts even with incomplete structures and short sentences or single paragraphs. Moreover, Irawansyah (2016) stated that EFL students’ writing abilities possibly improved by utilizing a genre-based approach. In addition, Nurlaelawati, Lengkanawati, & Gunawan (2020) suggest teachers or pre-service teachers are needed to improve the teaching genre for further encouraging and observing students’ writing improvement.

Based on the explanations above, most previous studies focused on the issues in genre teaching, genre-based instruction as well as text quality assesments. However, the study of the portrait of how genre is lately taught by teachers are not much researched. Therefore, further research is required to identify the process of teaching genre. This research aims to find out the way teachers teach genre and the influence of genre on developing the students’ text production.

## 1.2 Reasons for Choosing the Topic

As one of the main focuses of English language teaching in Indonesia, genre must be taught properly to the EFL students. Therefore, the reason for choosing the topic are :

1. The way teachers teach to the students in the classroom plays an important role.
2. The issues encountered by teachers require appropriate solutions.
3. The students learning outcomes influences by the way teachers teach.

## 1.3 Research Questions

This research concentrates on how genre is taught at junior high school level. To this end, the following research questions are :

1. How is genre taught in the EFL classroom?
2. How does the teaching of genre develop students’ text production?

## 1.4 Research Objectives

There are two objectives in this research. The first one is to find out how genre is taught in the EFL classroom. The second one is to discover how the teaching of genre develop students’ text production.

## 1.5 The Scope and Limitations of the Study

The scope of this research is limited to the one type of genre taught in second semester of eighth-grade class. The type of genre taught is recount text. It takes two to three meetings to collect specific data about the way teachers teach genre and the result of the students’ text production

## 1.6 Significance of the Study

The theoretical significance and practical significance applicated in this research are expected to be as follow:

1. Theoretical significance

The role of teachers in teaching genre in the classroom influences the learning outcome obtained by EFL students. Any improvement is required to resolve issues encountered by both EFL teachers and students. Hence, the EFL students can achieve a better learning process and produce better text production.

1. Practical significance
2. Student

The proper way of teaching is beneficial to enhance the students’ understanding and minimize the weakness in learning.

1. Teacher

The new information in the field of the education will help the teachers to be aware of the compatibility of the syllabus with the way teachers teach. Likewise, the teachers will improve the teaching and learning process.

## 1.7 Definition of Terminologies

The definition of terminologies defines some key terms used in this research to avoid misunderstanding.

1. Genre is a type of writing, whether oral or written, in which language and its social function are interrelated (Dirgeyasa, 2016).
2. English as a foreign language (EFL) is learning English in a country of non-English-speaking (Angela, 2015).