CHAPTER I
INTRODUCTION

This chapter presents the general issues related to the present study. The first section started with the background of the study that mainly deals with the issue for conducting this study. This section is followed by research questions and the purpose of the study. The next sections present the significance of the study, the scope of the study, and the organization of the thesis.

1.1 Background of the Study

The teaching of English in Indonesia today has been underpinned by the genre-based approach initially developed in Australia. According to genre-based approach, students learn text types. This approach with its teaching cycles focuses on language skills whether in listening, speaking, reading, and writing.

In learning language, it is often that students use language and develop a relatively unconscious, implicit understanding of how it works (Derewianka, 2004: 3). One of matters in teaching is that whether teacher should teach implicitly or explicitly related to certain language events in social context and the purpose of the events. In line with the importance of whether language teaching should be undertaken implicitly or explicitly, there is an approach that represents these needs. Genre-based approach is an approach that employs explicit instruction in teaching.
Genre-based approach is a response to previous approaches that favors an implicit approach to instruction. It is believed that when learners need clear and explicit model of the language behaviors they are going to encounter, teacher’s role become important (Thornburry, 2008: 121). Hence, the genre-based approach attempts to redress lack of explicitness in teaching by providing direct instruction in the way language events are typically realized, and by relating these features to the social context and purpose of the event while also to make commonsense understandings explicit (Thornburry, 2008: 121; Derewianka. 2004: 3).

A number of studies have been conducted to investigate the implementation of this approach especially in teaching writing in Indonesia (Batubara 2009; Chayati 2009; Helmy 2008; Effendi 2007). Unfortunately, there is still lack of study which deals with this approach in teaching speaking; if any, some of them still specifically focus on the implementation of the genre-based approach in teaching speaking (Endah, 2009; Purnomo 2008), not to focus on the students’ speaking development. This has led the researcher to conduct research on how genre-based approach can develop students’ speaking ability.

Genre-based approach in teaching speaking is applicable. This is what Eggins and Slade (1997, cited in Lin 2006) discuss and demonstrate the ways in which this may be done. In terms of teaching conversation, Eggins and Slade (1997) cited in Lin (2006) suggests that:
In teaching conversation, casual conversation in English does follow schematic structures and generic patterns of openings and closings, turn taking, topic management and such, realized through particular grammatical features in the same way as written genres. Through using the Curriculum Cycle model, students may be helped in a similar way to manage particular genres of spoken conversation.


Hence, genre based approach is possibly applied in teaching other skills in general or teaching speaking in particular beside writing, as current trends usually focus on it. Regarding this, then this study is aimed at investigating how genre-based approach can be applied in teaching speaking especially in recount texts and what the students’ responses towards the implementation of the genre based approach (GBA) in speaking class.

1.2 Research Questions

The research questions of this present study are as follow.

1. Can the genre-based approach (GBA) help develop students’ speaking ability?

2. What are the students’ responses towards the implementation of the genre based approach (GBA)?
1.3 Purpose of the Study

Relevant to the research questions, the present study aims:

1. to investigate whether the genre-based approach (GBA) can help develop students’ speaking ability;
2. to identify the students’ responses towards the implementation of the genre based approach (GBA).

1.4 Significance of the Study

The study is significant and valuable since so far studies related to the genre-based approach focused on writing and few studies related to the genre-based approach focused in speaking, therefore this study as a study that focused on speaking may potentially contribute to three aspects of education; theoretically, practically and professionally.

Theoretically, this study imparts some information as one study attempted to fill in the gap of related studies previously which are dominated by research on writing skill. Additionally, the study which deals with this approach in teaching speaking is also still rare; if there is any, some of them still focus on its implementation (Endah, 2009; Purnomo 2008). This study will contribute to add the repertoire of those previous related studies.

Practically, this study is beneficial for the students to come up their speaking skill with the approach applied in speaking class. They can be guided and facilitated in
developing their spoken ability. Hence, this hopefully can help them to gain skill in their speaking.

This study may also contribute to the teacher profession since this study also investigated students’ responses towards the activities done for developing their speaking throughout this study. It means that this study is a kind of teacher’s efforts to find the appropriate approach in speaking class. Furthermore, regarding teaching policy, it can lead to the socialization of the genre-based teaching.

1.5 Scope of the Study
This study is action research of first graders in a state senior high school in Subang, West Java Indonesia. This study was focused on the genre-based approach for developing students’ speaking skill. Particularly, the present study was aimed at elaborating how the teaching stages in spoken cycle of the genre-based approach can help students to develop their speaking skill especially in recount text. And this study was also focused on investigating the students’ responses on the practices done for developing their speaking ability by means of the genre-based approach.
1.6 Organization of the Thesis

This thesis consists of five chapters. The first chapter is Introduction. The second one reviews the theoretical framework related to the study. The third chapter clarifies the research procedure and the methodology. Chapter four analyzes the findings and interpretation of the findings. Finally, the last chapter draws the conclusions and suggestions.