CHAPTER I
INTRODUCTION

This study aims to investigate how GBA is implemented in teaching procedure texts for students in the EFL context. This chapter provides the research background, research questions, research objectives, scope of the research, the significance of the study, clarification of terms, and organization of the paper.

1.1 Research Background

The English curriculum within the emancipated Curriculum for high school students mandates proficiency in both spoken and written English, reflecting a comprehensive approach to language education. According to the learning outcomes for Phase F for the high school level, students are expected to use English to communicate effectively with teachers, peers, and others in various situations and for different purposes by the end of this phase both speaking and writing skills. Specifically for speaking skills, students are expected to be adept at using and responding to the questions and employing strategies to initiate, sustain, and conclude conversations and discussions (Mendikbudristek, 2022). Through attaining this outcomes, students can develop the ability to communicate effectively in various contexts. This includes both formal and informal settings, contributing to their overall linguistic competence.

To accommodate in teaching speaking, the government recommend the Genre-Based Approach (GBA) to be implemented (Mendikbudristek, 2022). This approach is considered appropriate since it designs to help students recognize and produce different text types, focusing on their structural and linguistic features (Martin & Rose, 2021). While, existing research on the GBA in English language teaching has predominantly concentrated on writing skills (Hyland, 2019), this approach also has potential to be used in teaching speaking skills because it highlights strategies for teaching speaking skills by engaging students in different communicative contexts and

genres (Derewianka & Jones, 2016; Burn, 2009).

In addition, to support students' speaking development, a core principle of the Genre-Based Approach necessitates for students to understand the cultural context, as language teaching is inherently linked to cultural awareness (Derewianka & Jones, 2016). Teaching speaking through a genre-based approach not only facilitates the development of speaking skills but also connects learners with their cultural context. Despite this, based on my personal experience, the implementation of the GBA in Indonesia often overlooks the cultural aspects, particularly those related to local Indonesian culture. However, the implementation of GBA potentially facilitates the cultural aspect as Martin & Rose (2008) explore the relationship between genres and culture, arguing that genres are a reflection of cultural practices. Teaching genres, hence, provides a way to bring cultural practices into the classroom, helping students to understand and use language in culturally appropriate ways.

While research on the use of a genre-based approach (GBA) to teach speaking and promote cultural context is limited, Wilkins (2018) investigated the application of the Genre-Based Approach (GBA) to teaching speaking in English as a Foreign Language (EFL), involving potential benefits of the use of students' cultural contexts of their experiences. The study showed that involving students' cultural backgrounds into the GBA framework helps students develop their speaking. Furthermore, Graziella et al. (2023) emphasize the importance of clear learning cycles and collaboration in the GBA framework. These cycles—comprising building knowledge of the field, modeling the text, joint construction, and independent construction—provide essential scaffolding which involves the students' prior knowledge as their cultural context. This structured approach helps students understand and produce language more effectively.

One of the learning outcomes that students need to obtain using GBA is to construct oral Procedure text as enacted in the emancipated curriculum. This text is essential as the text helps the meaning maker to reach the goal of how to do, make and

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2

use something (Martin & Rose, 2008). However, teaching procedure text in High school usually tells about how to make something such as the recipes of how to make some foods or beverages. The focus on recipes can sometimes fail to engage students who are less interested in culinary topics or who may not see the relevance of such texts to their future careers or academic goals. This lack of engagement can hinder motivation and reduce the effectiveness of learning (Derewianka, 2011).

Considering the importance of GBA facilitating cultural context and challenging in its practices of procedure texts, this study offers alternative material for teaching procedure texts through traditional games, enhancing speaking skills in a culturally relevant context. Traditional games, embedded in cultural heritage, make learning more engaging and authentic by connecting procedural tasks to familiar practices, boosting motivation and engagement (Christie & Derewianka, 2008; Martin & Rose, 2008). This approach also promotes cultural preservation and appreciation, allowing students to practice speaking while celebrating their cultural backgrounds (Gerot & Wignell, 1994). For example, the study conducted by Marzuki (2019) found that using traditional games positively impacted students' speaking skills by making the learning process more relatable and enjoyable, reducing cognitive load, and focusing on language use.

However, the study using traditional games as the topic in procedure text is difficult to find. To bridge this gap, this research implements the GBA to teach speaking skills through topics related to students' cultural backgrounds, specifically traditional games. Focusing on traditional games especially Sundanese games provides a culturally relevant context for students to develop their speaking skills, offering an authentic and engaging learning experience (Rusiana & Nurainingsih, 2016; Saputra & Ekawati, 2017).

1.2 Research Questions

Referring to the background of the study, I formulated the questions as follows:

1. How can the implementation of Genre based Approach support EFL students to develop speaking skills of procedure texts about traditional games?

2. What linguistic evidence representing the development of students' speaking skills of procedure texts can be identified as a result of their learning experiences?

1.3 Aim of the Research

The objectives of this research are:

1. to investigate how the implementation of Genre based Approach support EFL students to develop speaking skills of procedure texts about traditional games.

2. to identify linguistic evidence representing the development of students' procedure texts as a result of the students' learning experiences.

1.4 Scope of the Study

The focus of the study is to explore the implementation of the Genre-Based Approach (GBA) in teaching speaking skills through procedural texts about sundanese traditional games (Gobak Sodor, Bebentengan and Boyboyan) to high school students. Utilizing a case study methodology, the research focuses on how GBA—emphasizing scaffolding, explicit instruction, and authentic language use—affects students' ability to speak effectively about procedural texts related to traditional games. By examining a specific educational context, the study aims to understand how GBA facilitates language learning and engagement with culturally relevant content, and how it facilitates the students in improving their speaking proficiency.

1.5 Significance of the Research

It is expected that the findings of this study will benefit or contribute to the teaching of English as a foreign language. Particularly for readers and other researchers

interested in conducting research on this subject. Based on the previous study about the implementation of Genre-Based Approach to teaching speaking procedure text which took traditional games as the texts, this approach can positively impact their speaking skills since this approach presents scaffolding and explicit teaching which potentially enhances the students' engagement.

The study's findings can theoretically contribute to theory regarding the implementation of Genre-Based Approach with the topic of traditional games in EFL classes in order to foster their speaking skills. This study will present how to implement Genre based Approach in teaching speaking about procedure texts.

In practice, teachers can get the insight of how to implement Genre-Based Approach in teaching speaking about procedure text. It might implement the study's findings as an alternative way to enhance their speaking skills in a pleasant way.

For the government, policymakers, and other stakeholders, this study will provide new insight into how traditional games might be included into English classes using Genre-Based Approach to foster the students' speaking skills and as a way to maintain this game as a part of our culture.

1.6 Clarification of the Key Term

- Emancipated curriculum is the newest Indonesian curriculum which grade the learning outcomes with phase (Mendikbudristek, 2022).

- Speaking skills is one of the productive skills in English that produces words and sentences or clauses in oral communication which look at the accuracy, fluency and discourse management in delivering the messages (Canel, 1987; Brown, 2001).

- Genre-Based Approach is the approach which gives explicit learning using the steps of building knowledge of the field, modeling of the text, joint

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5

construction of the text, and ends with the independent construction of the text (Feez, 1998; Hyland, 2007; Emilia, 2011).

- Procedure text is the text in which the author tells about how to do or to make something (Gerot & Wignell, 1994; Rose & Martin, 2012).\

- Traditional games are the non-digitalized local traditional games which have been played many years and inherited by parents and ancient and used things we can find in the surrounding (Cahyani et al., 2014 in Cendana & Suryana, 2022).

- Game Simulation is the physical activity in which the students play the traditional games in the field

- Oral Classroom Discussion is the discussion conducted in the classroom through dialogue between teachers and students about the topic such as traditional games

1.7 Organization of Thesis

Chapter One discusses some points regarding the introduction of this research. It is constructed of the background of the research, research questions, the scope of the study, significance of the study, several definitions of the key terms, and the organization of the paper.

Chapter Two covers the Genre-Based Approach (GBA) theory and model, including text and context, the context of situation and culture, text types, and procedure texts. It provides an overview of GBA, its core principles, and the stages in GBA pedagogy. The chapter focuses on procedure texts, their types, and teaching speaking skills with a speaking assessment framework. It also discusses traditional games as a topic in procedure texts, their definition, benefits, and previous research implementation. Lastly, it reviews studies on using GBA to teach speaking through procedure texts.

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6

Chapter three discusses the transparency of the research methods used in this study. It includes research design, research settings, data collecting technique, data analysis technique, expected results, and timeline of the research.

Chapter four will discuss the finding of the research about the implementation of Genre Based Approach in teaching procedure texts and the linguistic evidence of speaking Skills development that is identified as the learning result which will answer the research questions. It also elaborates on the research finding with a theoretical framework and the previous study.

Chapter five discusses the conclusion and suggestions for further research on the implementation genre based approach in teaching speaking about procedural text.