

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 following sections present the significance of the study, the scope of the study, and the organization of the study.

1.1. Background of the Study

As an international language, English becomes a primary subject at school in Indonesia, especially for the Junior and Senior high school level. English has been taught from the lower level (kindergarten) up to the highest level of education (Doctoral Program). Most parents seek English school to expose their children to English as early as possible (Zacharias 2010). However, children or even adults who have been learning it for such a long time still find difficulties in mastering it, especially in the speaking skill. It is believed that learning to speak fluently and accurately is one of the greatest challenges for all language learners since the speakers have to speak and think at the same time while they are speaking (Pinter, 2006).

Furthermore, Ur (1996) states that speaking seems intuitively the most important of all four skills (listening, speaking, reading and writing) as most foreign language learners are primarily interested in learning to speak. People who know a language are referred to as 'speakers' of that language. It is in line with Richards (2008) states that the mastery of speaking skills in English is a priority for many second-language of foreign –language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Based on the statement above the

researcher is interested in conducting her research in speaking. Furthermore, based on the researcher's pre-survey it was found that research on students' low speaking ability is still limited in number. The fact leads the researcher to conduct the research on this skill.

Regarding to the above phenomenon to make students acquire the expected competence in English teachers are expected not only to master English but also to have a good comprehension in managing students and classroom. Related to this, Harmer believes that if teachers provide well-prepared speaking activities students will have chances to practice real-life speaking in the safety of the classroom and it also provides feedback for both teacher and students (Harmer, 2007). Therefore providing this kind of opportunities is a challenge for the teachers because it is not easy to do.

Teachers as the main factor in providing the effective teaching have a very important role in making a conducive situation for the students in learning. It is in line with Richards who says that many things can be done to create a context for good teaching, but it is teachers themselves who ultimately determine the success of a program (Richards, 2002). This means that teachers need to have a specific qualification to do it. In order to provide a conducive situation teachers have to consider the teaching and learning requirement of the curriculum.

Indonesian curriculum requires the English teaching in junior high school level to cover some forms of text types or genres. Genre has become a key concept in language teaching because through genres people perform many activities such developing relationship, sharing information or socializing with others. Genres also enable students to conduct the most basic interactions of everyday life (Hyland, 2004). It is without doubt that knowing and being familiar with the genre are something really necessary to the students.

Genre-Based Approach requires teachers to teach their students many types of text. At least there are five text types in the curriculum that the students of Junior high schools have to master. They are Descriptive, Report, Recount, Narrative and Procedure. In the teaching of these text types, Genre-Based

Approach has been introduced to teachers of English in Indonesia. So far, there have been many studies of the Genre-Based Approach conducted to investigate the effectiveness of the approach in teaching learning activities (Yosefa 2009, Nurviani 2012, Mulyati 2012, Istianah 2011). Most of them were conducted in teaching writing.

Despite a large amount of research in teaching writing, based on the researcher's inquiry in UPI library and searching from the internet there is only a limited number of research dealing with a Genre-Based Approach in teaching speaking. This has led the researcher to conduct a research on exploring genre-based approach in teaching speaking skill.

Based upon the background, this study aims at exploring how Genre-Based Approach is applied in teaching speaking especially in descriptive texts and what problems are encountered by the teacher and students in its implementation in a speaking class

1.2. Research Questions

This study attempts to address the following research questions:

1. How is the Genre-Based Approach applied in the teaching of speaking?
2. What problems are encountered by the teacher and students in applying the Genre-Based Approach in teaching speaking?

1.3. Purposes of the Study

This study aims :

1. To explore the teaching of speaking using Genre-Based Approach in teaching a descriptive text.
2. To investigate the problems which are encountered by the teacher and students in applying the Genre-Based Approach.

1.4. Significances of the Study

Due to the fact that in Indonesia study dealing with Genre-Based Approach in teaching speaking is rare, this research might contribute in three aspects of education; theoretically, practically and professionally.

Theoretically, this study might enrich the literature on the teaching of English using Genre-Based Approach in particular the teaching of speaking a descriptive text especially in an Indonesian context.

Practically, this study might be useful for the teacher in improving their skill in teaching speaking using Genre-Based Approach. This research might provide a procedure of teaching speaking.

Profesionally, this study will help the English teacher to improve their skill in teaching and learning as their profession, since this research is going to describe the real problem experienced by the teacher in the classroom and its solution.

1.5. Scope of the Study

This study is a case study of first graders in a state junior high school in Bandung, West Java Indonesia. This study focused on the Use of Genre-Based Approach in teaching speaking skill. Particularly, the present study is aimed at elaborating how the teaching stages in spoken cycle of the Genre-Based Approach can help students develop their speaking skill especially in descriptive text. This study also focused on finding the problems encountered by the teacher and students in applying Genre-Based Approach in teaching speaking skill.

1.6. Organization of The Study

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 methodology. Chapter four analyzes

the findings and interpretation of the findings. Finally , the last chapter draws the conclusions and recommendations.