

CHAPTER I

INTRODUCTION

This chapter discusses background of the study followed by research questions attempted to be answered, aims of the study, significance of the study, and clarification of terms. In general, this chapter reflects the whole content of the present study.

1.1 Background of the study

Indonesian curriculum of English teaching has been concerned with genres. In other words, students are expected to master different types of genres in each level of schooling. Ministry of National Education of Indonesia (2009) explains that in teaching and learning English, students are targeted to develop the knowledge and skills to deal with spoken and written texts in social contexts. This means that they are expected to be able to master communication in terms of all the four major skills that comprise listening, speaking, reading, and writing.

To cope with it, Genre-Based Approach (GBA) seems to be a relevant tool. The approach firstly established in Australia focuses on exposing students to different types of genres. In doing so, four teaching cycles namely Building Knowledge Of the Field (BKOF), Modeling of the Text (MOT), Joint Construction Of the Text), and Independent Construction Of the Text (ICOT) are carried out. Each level of the cycle appears to be in line with the idea of ZPD. For instance, in BKOF, students are introduced to the topic that is going to be discussed so that they will have knowledge of what they are going to discuss. After they are assumed to have adequate knowledge of the field (topic), they start to be taught about the model of a particular text (genre) so that they will be able to compose a particular text in a particular topic in the process of JCOT and ICOT. This reveals that students are not asked to create something without being given everything they need in creating it.

It may seem that this approach is merely applicable to writing since the focus is on texts. In fact, GBA can actually be relevant for all the four major skills

as the Ministry of National Education (2009) in their *Introduction to Genre-Based Approach* states that GBA in teaching English aims to enable students to communicate properly either in oral or written way in different contexts. However, spoken language used in different situations appear to have been following the criteria of written genres. For instance, when somebody talks about their past experiences, they tend to follow the generic structure and linguistic features of written recount; the existence of introduction, sequence of events, and sometimes resolution; the use of past verbs, transitional signals, action verbs, etc.

Despite the necessity for students to master spoken language, according to preliminary studies, students in Indonesia, particularly in Bandung, lack speaking ability. Most of them are not confident to speak in English both inside and outside the classroom. They also think that speaking in English is something difficult to learn. Most importantly, they admit that they do not have enough chance and knowledge as well as courage to do so. In fact, they think that speaking is the most important skill in comparison with the others. In their opinion, speaking is the most common way of communication.

In relation to studies on genre-based approach, there have been some studies discussing its relevance to English teaching such as those conducted by Cope and Kalantzis (1993), Emilia (2005, 2008), Firkins and Sengupta (2007). However, most of those studies focus on implementing GBA in teaching writing. Rarely do studies investigate the implementation of GBA in teaching speaking. If any, some of the studies emphasize on whether or not GBA can be implemented in teaching speaking as studies of Novianti (2012), Rivera (2012), and Purnomo (2008) reveal. Novianti (2012) actually discusses the improvement of students' speaking ability through GBA. However, the improvement is only shown by a set of numbers (statistical data). This study tries to investigate how GBA is implemented in teaching speaking in a more elaborate way as well as how students' speaking ability is developed through GBA.

1.2 Research questions

Here are the questions this study tries to answer.

1. How is GBA implemented in teaching speaking?
2. How is students' speaking ability developed through GBA?

1.3 Aims of the study

In line with the research questions of the study, the first aim of the study is to find out how GBA implemented in teaching speaking. The second one is to see the students' speaking ability development through GBA.

1.4 Significance of the study

This study is expected to contribute to three layers covering theoretical aspect, practical element, and – if any – policy. Theoretically, this study will either support or deny any findings and theories stating that GBA is applicable in teaching speaking and is able to improve speaking. Practically, this can be a consideration for teachers to implement or not to implement this approach and for further researchers to study the related issues in a more in-depth studies. In terms of policy, if there is any significant improvement, it might possibly be one of the considerations on teaching approach to be implemented in school.

1.5 Clarification of terms

GBA	: it refers to genre-based approach developed by Hallidayans. This approach might appear to be more familiar with teaching writing. However, in this study, the approach focuses on teaching speaking, particularly on telling past experiences or the so-called recount.
Students	: students in this study are those belonging to a class of eighth graders in a junior high school in Bandung.
Speaking ability	: it mainly deals with the ability of the students particularly on telling past experiences. There are two primary aspects discussed in speaking ability in this study. <i>First</i> , it has to do with the fluency, accuracy, and content of the language used by the students. <i>Second</i> , it focuses more on everything related

to the criteria of recount such as structure, content, and the language.

This chapter has talked about the background of the study dealing with the relevance and the importance of teaching speaking and GBA. Two research questions aligning with the study's aims regarding the implementation of GBA in teaching speaking and the development of students' speaking ability through GBA also appears in the next sub-chapter following the background of the study. Furthermore, this study has revealed its significance in terms of at least theoretical and practical points of view. Finally, this chapter has ended up clarifying terms used in this study.