

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication, and life cannot be separated. Language is used in many aspects, such as: education, society, politics, economics, and culture.

Language has an important role for students in order to communicate, transfer, and share information to other. The goal of language teaching is to develop communicative competence. The goal of language teaching is to develop communicative competence. Communicative competence is what a speaker requires in order to be communicatively competent in a speech community. The two aspects of communicative competence are functional communication activities and social interaction activities. Students should have both aspects in order to use language to fulfill their daily need.

Furthermore, as stated in the 2006 *KTSP* Curriculum, the goals of English lesson for Junior High School are as follows.

1. *Improve communicative competence in speaking and writing to get the level of functional literacy.*
 2. *The importance of the English to enhance the nation competitiveness in a global society.*
 3. *Improve the understanding of the student between language and culture.*
- (Departement Pendidikan Nasional Jakarta, 2006: 38).

It is concluded that students of Junior High School should have communicative competence in the spoken and written form to reach functional literacy, to improve their awareness of English in global community, and to improve the students' comprehension toward relationship between language and culture. It means that English is a means to communicate in spoken and written forms through

comprehension and expressing of information, thought, feeling and improving science, knowledge, and culture.

It is stated in the 2006 *KTSP* Curriculum, that the scope of English subject in Junior High School covers:

1. *The ability to know or get a writing text/speaking text that is realized by listening, speaking, reading and writing.*
2. *The ability to know understand and create some short functional text and monolog such as procedure, descriptive, recount, narrative and report.*
3. *Supporting competentions or linguistic competention, social cultural competention, strategic competention, forming discourse competention.*

Therefore teaching and learning English in Junior High School has the scopes including competence to comprehend and to produce spoken and written texts through four skills: listening, speaking, reading, and writing; competence to comprehend and to create many short functional texts and monolog also essay in the form of procedure, description, recount, narrative, and report; linguistic competence, socio-culture competence, strategic competence, and discourse competence.

In general, teaching English is not easy. It requires motivation and creativity in order to create good condition and achievement of English learning goal. Nowadays the focus of English lesson is to achieve the ability in meaningful and purposeful communication in the form of spoken and written text through four language skills including listening, speaking, reading, and writing. To raise the goal, the students need to practice their skill in communication, through one of the four skills, namely speaking.

It can be concluded that speaking is a creative, active, and productive process that makes use of aural medium. When one speaks, he or she formulates what they are saying as they go along and adjusts what they are saying as a result of the behavior of their listeners or as a result of added thoughts of their own.

Ideally, the students of Junior High School should be able to express their idea through spoken language by using correct word order, correct pronunciation, right grammatical form, and meaningful context, fluency, and choosing the choice of

words (vocabulary) in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship.

However, teaching oral lesson is not a simple task for the teacher. The teacher plays an important role in this case. He should be able to facilitate the communication so that the communication among the students runs well. He should also be able to build a good atmosphere in a classroom in order to stimulate the students to speak naturally and comfortably. The activities should be as interesting as possible so that the students are motivated in joining the English teaching and learning activities.

The pre research conducted in the seventh grade of SMP Muhammadiyah 4 Surakarta in class VIII showed that in general, the students interest in learning English was good. Many students said that they were interested in learning English because in their opinion English is very important for their future. Based on the teacher's explanation, the students' interest was good enough. However, there were many problems that the students faced in learning English. First, the students lacked vocabulary. They had difficulties in understanding the text, arranging the sentence and express their idea through spoken language. Second, they had difficulties in grammar. They lacked grammar practice. Third, they had problems with pronunciation. They always used their mother tongue during the English class. It is very hard for them to pronounce English words properly.

Teachers used GBA (Genre-based Approach) system appropriate with the 2006 *KTSP* Curriculum. GBA (Genre-based Approach) concerns with the social purposes of language. The genres in focus are generally defined according to social purposes communication. There is a set of texts, spoken and written, which are institutionalizes in so far as they are considered by a given speech to be of the same type, for example the genre of additional or the genre or information.

Based on the background above, the writer wants to conduct research of teaching speaking to eight grade students at SMP Muhammadiyah 4 Surakarta. This study, the researcher focuses on the students speaking skill using GBA. This study is entitled: **“THE IMPLEMENTATION OF GENRE-BASED APPROACH IN**

TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH 4 SURAKARTA IN 2015/2016 ACADEMIC YEAR ”

B. Limitation of the Study

In this research the writer analyzes the teaching learning process especially on using GBA to teaching speaking. The subject of this research is limited to the English teacher in *SMP Muhammadiyah 4 Surakarta*. The object of the research is to describe procedures of teaching speaking by using GBA in *SMP Muhammadiyah 4 Surakarta*, and to describe the problems faced by the teacher in *SMP Muhammadiyah 4 Surakarta*

C. Problem Statement

Based on the background of the study above, the researcher formulates the problems, as follows:

1. What are the materials used in teaching speaking by using Genre-based Approach in *SMP Muhammadiyah 4 Surakarta*?
2. What are the procedures used in teaching speaking using GBA?
3. What are problems faced by the teacher in using GBA ?

D. Objective of the Study

Based on the problem statement above the objectives of the study are:

1. Describing the materials used in teaching speaking by GBA to the eight grade *SMP Muhammadiyah 4 Surakarta*
2. Describing the procedures used in teaching speaking skill using GBA to the eight grade *SMP Muhammadiyah 4 Surakarta*
3. Describing the problem faced in the teacher of using GBA system

E. Significance of the Study

This research will give some significance as follows:

1. Theoretical Significance

This research can be used as an input to develop the knowledge of English, especially in speaking skill. This research is used as the reference for those who want to conduct a research in the teaching speaking by using Genre-based Approach.

2. Practical Significance

The research will improve the teacher's ability about the application of Genre-Based Approach in teaching speaking skill. The research will give description of the procedure teaching English using Genre-based Approach, kinds of activity, and the problems faced by the teacher.

F. Research Paper Organization

Clarification of this study using the term Title Genre base approach in Teaching Speaking (The Implementation of Genre-based Approach in teaching speaking to eighth grade students at SMP Muhammadiyah 4 Surakarta) to avoid possible misconceptions clarified the term as follows: "The term genre is used to refer to particular text types, not traditional varieties of literature. It is the type or kind of text, defined in terms of its social purposes, Also the level of the context of dealing with social purpose ". Hartono (2005: 4).

The genre is seen as something of artistic value that contains the exposes the beautiful language in the form of a composition with a high level of diversities. Genre is a type of text that have function as a frame of reference so a text can made with effective, effective from precision accuracy side, chooses and arrange the elements of text, and Also the uses of grammar accuracy. Genre-based Approaches are concerned with the social purposes of language. The genres in focus are generally defined purposes.

According to social communication "Pardiyono (2007: 02). "Approach is a way of dealing with something" (Oxford Learner's Pocket) So, GBA (Genre-based Approach) is a set of texts, spoken and written, roommates are institutionalizes in so far as they are Considered by a given speech to be of the same type, for example the genre of additional or the genre or information"

Research paper organization is divided into five chapters. Chapter one is the introduction, in this chapter the author describes the research background, problem statement. The aim of the study, the advantage in theory and practice, and research paper organization. Chapter two is the previous study, the underlying theory to explain the notion of speaking and the notion of speaking skill , definition of genre-based approach, syllabus, materials of teaching GBA include: descriptive. Recount,

narrative, procedures, procedures of teaching GBA are: BKOF, MOT, JCOT, ICOT, problems faced in the teacher using the GBA, and theoretical framework. Chapter three describes the research methodology consisted research method, place and time of the study, the subject of the research, the object of the research, Engineering Data Collection and Data Analysis. Chapter four describes the research findings that consist of data collection, data classification and data analysis. Chapter five describes Conclusions, Recommendations, Bibliography and Appendices.