THE IMPLEMENTATION OF GENRE-BASED APPROACH

TO DEVELOP ORAL SKILL OF THE STUDENTS AT SMPN 3

JATIPURO, KARANGANYAR

RESEARCH PAPER

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A. Background of the Study

English is a foreign language in Indonesia. It means that this language is not used in daily conversations. However, in education aspect the students must master English to face the global era because English has become an international language. It implies that in Indonesia, English is taught in order that the students more easily get information from other countries. How importance is English in education. That it is one of the most important languages in the school. By learning English the students are expected to be able to absorb and keep up with the development of science, technology and art. In Indonesia, English is a foreign language. It is the most famous foreign language which is taught from elementary school up to university school level.

Based on Depdiknas (2003:6), teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of oral and written form. The learners should be capable of learning the four language skills, namely: listening, speaking, reading, and writing.

Because of the function of language, a curriculum of language must be able to prepare the learners to get competence. It will make the learners reflect their experience and the other experience to reveal the idea and feeling and

also to understand many kind of language situation. The competence is called communicative competence.

The notion of communicative competence goes beyond narrowly defined linguistic and learning psychology to the fields of anthropology and sociology. It views language not as an individual behavior but as one of many symbolic systems that members of a society use for communication and not only a rule. Therefore, the implication is that the language models of competence that prepares the learners to communicate using language in the social environment.

The main communicative competence is discourse competence. Discourse competence will be gotten by the learners if they get supporting competence. The supporters' competences are linguistic competence, actional competence, socio cultural competence and strategic competence. These competences must be mastered by the learners in order that the learners learn it maximally. For example, in oral cycle, the purpose is that the learners can reveal some meaning (interpersonal, ideational and textual) in an oral form that include the goal of communication, structural of text and certain linguistics. The functional nature of language is theorized in three multifunctions: ideational, interpersonal, and textual (Christie, 1999: 759).

Chaney (1998: 13) states that "speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbol, in a variety context". Basically, in speaking learners are not only realizing

information message or idea in a sentence in correct grammatical pattern but also they must be packed in text formulation that conventionally have been agreed by the society. Hence, the audience will more easily understand the content of the text given by the learners or speaker. The criterions of the content of the text are; (1) purpose, (2) rhetorical structure, (3) linguistic realization or grammatical pattern.

Mastering speaking is not easy. The main problem faced by the students when they speak based on text is the difficulty in composing the words or sentences. Therefore, the first process that must be taught in speaking the text is revealing some meanings (interpersonal, ideational and textual) in an oral form. In the recount text, the students must easily retell the recount text and of course will ensure the effectiveness in realizing the meaning. Text genre will make the learner easier in speaking process. Genre texts explain their differentiation in each purpose and rhetorical structure. In this concept, the pattern of language use is explaining especially about tenses and sentence pattern.Using genre, the learners will be easier and directed to speak the text. Nowadays, the genre text is learned in a concept called Genre-based Approach. Genre is defined as a type of text that has function as the frame of reference so a text can be written and spoken effectively seen from the right purpose, choosing and composing elements texts and also the right grammatical pattern use (Pardiyono, 2007: 2).

Genre-based approach is used as an approach to teach English language. In genre, there are two cycles namely oral and written cycle. The

previous is aimed at developing the ability to use oral language. The latter is aimed at developing the written language. In oral cycle, the learners try to express their feeling or idea about the text orally.

Genre-based Approach in teaching oral skill is concerned with how learners express their idea based on the text orally. An understanding of the concept allows the teacher to identify the kind of text that students will have to find the idea about the text and then the students try to speak. The concept of genre enables teacher to look beyond content, composing purpose, and textual forms to see speaking as attempt to communicate with audience to better understand the ways language patterns are used to accomplish coherent, purposeful prose.

Actually, the portion of learning English in Junior high school is sufficient. In Junior high school, English language was taught about 4 hours (per 45 minutes in a meeting). It is the significant time to dominate the foreign language. However, most of them felt difficult in doing the exercises when the teacher commands them to do the exercises. Only a few students have good ability in English.

Genre is the new approach implied in teaching English language. The Teacher in SMPN 3 Jatipuro, Karanganyar uses Genre-based Approach in teaching English in the classroom. The teacher needs to improve the skill of the students in English, especially in teaching oral skill. The teacher knows that his students are very weak in speaking. In this research the writer wants to know the procedure of teaching oral skill using Genre-based Approach. In this research, the writer conducts a research entitled: "THE IMPLEMENTATION

OF GENRE-BASED APPROACH TO DEVELOP ORAL SKILL OF STUDENTS AT SMPN 3 JATIPURO, KARANGANYAR ". This research focuses on the implementation of teaching speaking done by the teacher that is based on Genre-based approach. It involves the teaching learning process that happens in the classroom.

B. Problem Statement

The main research problem of the study is "How is the implementation of Genre-based Approach to develop oral skill of the students at SMPN 3 Jatipuro, Karanganyar?" To answer this problem, the writer raises subsidiary questions as follows:

1. How is the procedure of teaching oral cycle by using Genre-based Approach?
2. What kinds of activity carried out during the oral cycle?
3. What are the problems faced by the teacher and what are the solution for the problems.

C. Limitation of the Study

In order that this research is focused, the writer limits this research as follows:

1. The subjects of this research are limited to the second year students from class C on the second semester at SMPN 3 Jatipuro, Karanganyar.
2. The object of the research is the teaching learning process in oral cycle by using Genre-based Approach

D. Objective of the Study

Based on the problem statement mentioned above, the writer formulates some objectives of the study "To describe the implementation of Genre-based approach to develop oral skill of students in oral cycle at SMPN 3 Jatipuro, Karanganyar. Specifically this aims to:

1. describe the procedure of genre-based Approach in teaching oral cycle,

2. describe the kind of the activity carried during the oral cycle, and

3. discover the problems faced by the teacher and to discover the solution of the problems.

E. Benefit of the Study

There are two major benefits: theoretical and practical benefits. The expected advantages of the study both theoretical and practical are as follows:

1. Theoritical Benefits

   a. The result of the research can develop the method of teaching English as a foreign language especially in oral skill.

   b. The result of the research is used as the reference for those who want to conduct a research in the teaching speaking using Genre-based Approach.

2. Practical Benefits

   a. This research will help the English teacher to get the variety of activities in teaching oral skill using Genre-based approach in Junior High School.

    b. It will improve both teachers and students ability to solve their problem in mastering the English especially in oral skill.

F. Research Paper Organization

The organization of this research consists of five characters as follows:

Chapter I is Introduction. It covers the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents related theories or concept of underlying theories which covers previous study, the notion of genre, principle of genre, procedure of genre, type text of genre, the notion of speaking, the principle of teaching speaking, and the technique of teaching speaking.

Chapter III is research methods. It deals with the research method covering the type research, data and data source, subject and object of the study, method of collecting data and method of analyzing data.

Chapter IV is discusses the research implementation and the result of the study.

Chapter V draws conclusion and suggestions