

**THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING
SPEAKING AT SMP N 2 JATIPURNO WONOGIRI**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

The 2004 English curriculum is designed based on the government regulation stating that the level of achievement in every curriculum is stated in terms of competence. The learning process is carried out by developing reading and writing culture. The competence for language subjects should emphasize the ability to read and write suitable for the levels of education, and that the standards of competence for high schools are aimed at increasing / improving the learners' intelligence, knowledge, personality, integrity, and life skills in order to live independently and to pursue further education (Peraturan Pemerintah Republik Indonesia nomor 19 Tahun 2005 tentang Standar Nasional Indonesia).

Junior High school curriculum sees English as tool to communicate orally and in written form. Mulyono (2008, 16) states that "communication is regarded to understand and express information, thought, and feeling and to develop sciences". This means that integrated English communication is expected to exhibit students' competence to discourse which cover the ability to understand and or produce particular text orally and or in written within the scopes of four language skills; reading, speaking, listening and writing. In this sense, the teaching and learning English as of primary school subjects is directed to develop such above mentioned abilities that expected graduates would be able to communicate, discourse in English in particular literacy.

In addition, the teaching and learning of English at level of junior high school is expected to achieve informational function stage. This is intended to prepare them to the advanced level of education at university. Informational stage within English language competence draws condition in which people have ability to access sciences by devising fully their competence in language they have learnt.

According to Johns (2002, 01), “Genre as a means for analyzing text has become a means for better pragmatic and linguistic understanding of texts”. In general, genre is used to describe the range of process (such as explaining, instructing, recounting, describing, arguing, and narrative) used to produce texts that reflect the purpose and intended audience. In the genre based interaction there are two cycles’ oral and written cycles. In here the writer focuses on oral cycles.

In Genre based approach teaching speaking is focused on pronunciation, vocabulary, grammar, and fluency. The use of genre is obvious in the English curriculum especially junior high school. The use of genre in language teaching and learning particularly in area of teaching speaking is viewed to be best alternative in providing room for both teachers and students to widely improve the English teaching and learning practices in classroom environment.

Genre-based materials in speaking lessons give more chances for students to actively participate in teaching and learning materials that the use of genre-based materials is also to provide more opportunities for language performance in daily life context. In the first observation the teacher asked the students to

comprehend the text entitled “Roro Jonggrang “and then the student go forward one by one in front of class.

The use of genre in language teaching and learning particularly in area of oral cycle is viewed to be best alternative in providing room for both teachers and students to widely improve the English teaching and learning practices in classroom environment.

The teaching and learning using oral cycle consist of four steps. Firstly, Building Knowledge of the Field (BKoF) where teachers and students build culture context, share experience, discuss vocabulary, grammatical patterns and so on. All of these are geared around the type of spoken texts and topics they are going to dial with at the second stage.

Example: the teacher discuss vocabulary before reads the text “Holiday”.

The teacher discusses the vocabulary suitable to the text, and the Students look for the meaning it words and then read it.

Words	Meaning
Took a rest	Istirahat
Felt tired	Merasa lelah
The sands	Pantai pasir
Beach	Pantai

Second, Modeling of Text (MoT) where students listen to statements of short fuctional text, conversation, and monologue that is geared around a certain communicative purpose. Third, Joint Construction of Text (JCoT) at this stage they try to develop spoken texts with their peers and with the help from the teachers. They need demonstrate their speaking ability and to show confidence to speak. The last, Independent Construction of Text (ICoT) at this stage, students are expected to be able to speak spontaneously or to carry our

monologues that are aimed at giving directions or showing ways to do things such as how to make a kite, how to make a paper cap, and so on.

The English teacher of SMP Negeri 2 Jatipurno Wonogiri in implementing genre-based approach especially in teaching Speaking makes the students actively participate in teaching learning. This is pra-observation done by the writer.

Genre-based materials in lessons give more chances for students to speak actively and participate in teaching and learning materials that the use of genre-based materials is also to provide more opportunities for language performance in daily life context. Thus the writer wants to conduct her research entitled **“THE IMPLEMENTATION OF GENRE - BASED APPROACH IN TEACHING SPEAKING AT SMP NEGERI II JATIPURNO WONOGIRI”**.

B. Previous Study

In this research, the writer states three researchers which have concerned with the studies of genre-based approach. The first is Nomfundo Mali-Jali (2008) entitled “A Genre-Based Approach to Writing across the Curriculum in Isixhosa in The Cape Peninsula Schools”. The aims of the study is to investigate properties of writing relating to genre-based literacy in Isixhosa as a first language (that is, as home language) for Grade eleven learners. The research investigates the problem of writing in Isixhosa at secondary school level, and the associated instruction, to grade eleven learners, whose first (home) language is Isixhosa. The

findings of this study confirmed the effective realization and effective transfer of genre-based skills across the curriculum, in accordance with the objectives and aims stated for the study.

The second is Saowadee Kongpetch (2008), His research entitled “The implications of the genre-based approach on the teaching of English writing at the Department of Foreign Languages, Khon Kaen University in north-eastern Thailand”. His research focuses on factual English writing because it is highly valued in government, commerce and industry. The research outcomes showed that the genre-based approach had a significant positive impact on students' factual writing, showing gains in the control of generic structure and language features of the Exposition.

The thirty is Ruth Breeze (2002) entitled” A Contrastive Approach to Genre-based Pedagogies”. His research focused genre pedagogy practical study was carried out designed to compare two pedagogical approaches to teaching Genre. Two groups of business English students were established. The first group (linguistic analysis) followed a waiting programmed, in which they analyzed the linguistic features of the report genre and practiced the relevant language in a series of exercise.

This research is different from the above focuses. The first researcher focuses on confirmed the effective realization and effective transfer of genre-based skills across the curriculum, in accordance with the objectives and aims stated for the study. The second researcher focuses on factual English writing and outcomes showed that the genre-based approach had a significant positive impact

on students' factual writing, showing gains in the control of generic structure and language features of the Exposition.

This research can be used to extend the previous studies. It focuses on the implementation of Genre-Based approach in teaching speaking at SMP Negeri 2 Jatipurno Wonogiri. This research also revises the implementing of genre-based approach especially in teaching oral cycle. This research is original since there is no similar previous research on it.

C. Research Problem

Based on the background of the study, the writer would like to present the problems of study as follows:

1. What are the kinds of technique to be carried out in the implementation of the genre-based approach?
2. What are the procedures in oral cycle of the genre-based approach?
3. What are the problems faced by the teacher and students in implementing the Genre-Based approach.

D. Objective of the Study

In the relation to the problem statements above, the research is intended:

1. To describe the kind of technique to be carried out in the implementation of the genre based approach.
2. To describe the procedures in oral cycle of the genre based approach.

3. To describe the problems faced by the teacher in implementing the genre based approach.

E. Benefit of the Study

In this study the writer expects that the research paper has some benefits both in theory and practice:

1. Theoretical benefit
 - a. The result of the research can be useful for English teacher in giving additional input in English speaking class.
 - b. The result of the research is used as the reference for those who want to conduct a research of spelling on English speaking class.
2. Practical benefit
 - a. The research will improve the writer herself in mastering English
 - b. The reader will get a large knowledge about the implementation of Genre-based to teaching speaking.
 - c. This research has function to develop the genre-based approach to be successfully implemented in a foreign language in the school especially at SMP N II Jatipurno Wonogiri

F. Research Paper Organization

This report will be managed into some chapter. Chapter I is introduction which includes the background of the study, previous of the study, research

problem, objective of the study, the benefits of the study, and research paper organization.

Chapter II is underlying theory. The first, the genre based approach consist of nation of genre based and the procedure of genre based. The second, teaching speaking consist of the nation of speaking skill, the method of speaking skill, and the component of the speaking skill. And the last, the classroom activities consist of role playing, games, problem solving, discussion and song.

Chapter III is research method. This chapter consists of type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion, and chapter V is dealing with conclusion and suggestion.