

RESEARCH ARTICLE

A STUDY ON TEACHING SPEAKING THROUGH GENRE-BASED APPROACH AT THE EIGHT GRADE STUDENTS AT SMPN 1 SEMEN

(Case Study at Eight Grade Students of SMPN 1 Semen in
the Academic Year of 2016/ 2017)



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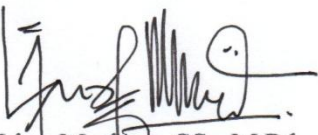
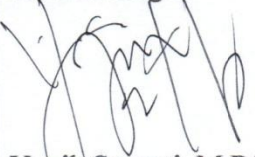

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ABSTRACT

Speaking is very important to be mastered by students, teachers need to develop and upgrade their knowledge and ability in teaching speaking. Teacher use different approach. It is needed to decrease students' problem in speaking and make speaking learning process communicable. One of approach that is appropriate to students in Junior High School is Genre Based Approach. In this research, the research were found the procedure of teaching speaking by using Genre-Based Approach, teacher assess the students' speaking ability, the problems faced by the teacher in teaching speaking by using Genre Based Approach. This research used qualitative research design of case study. The instruments used to collect the data were observation, interview, and document. The technique of analyzing the data was by data condensation, display of data, making conclusion and verification. By analyzing the data, it was found the result of the research. First, the teachers did the process of teaching in the class by doing four phases (BKOF, MOT, JCOT, and ICOT). Second, the type of assessment that used by the teacher in speaking in the class are imitative word, reading aloud, make a simple conversation, and the last is retelling story. Third, the problem faced by the teacher in the application of this approach, the most difficulty in MOT phase was the students have limited vocabulary. Based on the result of the research, the researcher concluded that, the teachers understood in general about the concept of Genre Based Approach and the teacher implemented well the type of assessment in speaking. The problems faced by the teacher not only from the teacher but also from the students.

KEYWORD: Speaking, Teaching Speaking, Genre Based Approach

I. INTRODUCTION

Nunan (1991: 39) explains, "To most people, mastering speaking is the single most important aspect of learning a second or foreign language". It means that speaking is the most important skill that must be mastered by the student because without practicing continuously in their daily life, they cannot communicate successfully

Nunan (1991: 46) defines the problem of speaking that is called interlocutor effect. Communicative goal can be achieved if the interlocutor understands what the speaker says. We know that communication is interaction between two people or more (interlocutor). The problem in speaking will arise when the interlocutor does not have the good skill in speaking. The process of

interaction determined by skill of interlocutor.

Based on the experience in teaching practice 2, in Junior High School especially in SMPN 1 Semen, the problems that arise are the students were lack of motivation to learn English, they often thought that English is a difficult subject because they should master several aspects in speaking such as: grammar, pronunciation, vocabulary and accuracy. Moreover, students did not want to share their ideas, they were worried about their mistakes, including making mistakes in grammar and pronunciation of the word and it leads them to feel shy. Additionally, lack of motivation could affect the students' test scores.

Due to speaking is very important to be mastered by students, teachers need to develop and upgrade their knowledge and ability in teaching speaking. Teacher can use different approach. One of the approaches is Genre-based Approach. Richards (2007: 32) stated that a Genre Based Approach sees communicative competence as involving the mastery of different types of texts. The text here is a special sense to refer to structural sequences of language that are used in specific context in specific ways that Genre Based Approach is effective approach in teaching speaking. The reason why this approach is effective in teaching speaking

is that Genre Based Approach has good influence to improve the student's language proficiency through the understanding of different text types. Therefore, students can share their ideas orally.

Based on the explanation above, the writer is interested in analyzing the procedure, kinds of the activity of teaching speaking by using Genre Based Approach in the eighth grade of junior high school. Furthermore, the writer carries out the research entitled: "A Study on Teaching Speaking Throught Genre Based Approach at The Eight Grade Students at Smpn 1 Semen (Case Study at Eight Grade Students at SMPN 1 Semen in the Academic Year of 2016/ 2017)"

II. METHOD

This research is using qualitative research case study as the research method as cited from Lodico, et al (2010 : 156) state that Case study research is a form of qualitative research that endeavors to discover meaning, to investigate processes, and to gain insight into and in - depth understanding of an individual, group, or situation. It means that in doing case study research, the "case" being studied may be an individual, organization, event, or action, existing in a specific time and place.

In this case, one of the English teachers in SMPN 1 Semen uses Genre Based

Approach in teaching speaking of monologue recount text of the eight grade students of SMPN 1 Semen.

III. RESULT AND CONCLUSION

1. Classroom Procedures Teaching Speaking Recount Text Through Genre Based Approach

This procedure will be explained more below:

1) Pre-Teaching

In this phase the teachers greet students and began to open the lessons. It conveyed a little review of the material they will learn that day i.e. recount text, such as the reason and purpose of their study of the text. After that the teacher provided an insight to the students surrounding the topic which related to their personal experiences such as "Do you have unforgettable personal experience about holiday, students? How about you? Then students replied with enthusiasm like "Yes, sir, I had a holiday in Selecta Batu Malang with my family". The teacher gave a conclusion after students responded with various answers and opinions. "Well, stories about experiences like that which we will learn in a recount text". The students seemingly focused listening to the teacher's explanations about what is a recount text and what is purposed to, etc.

2) Whilst-Teaching

There are four steps in Genre Based Approach. The first step is BKOF (Building Knowledge of Field) where the teachers and students do leading questions, share the experience, discuss vocabulary, grammatical pattern about the topic. In this step, the teacher gave students any various texts with certain topic then, students identify difficult words or expressions and infer the meaning from the context.

After identify the difficult word session was complete, the teacher just give the example of the text then the teacher gave the example how the read the text correctly. After finished the teacher asked one of the students to read, the text and another students listened. Then the teacher corrects the student's pronunciation.

Teacher told the students to write down the important points in the story with rewrite vocabulary or phrase are used as keyword then find its meaning. Students wrote the vocabulary based on instructions from the teacher then translated it. The teacher read a text and students listen to the teacher. From this activity, the students could practice their listening skill. Teacher also taught some grammar and language feature that used in the text.

The next step is MOT (Modeling of Text). In this step, the teacher gave the example or model of the text suitable with discussion of the material. He gave a short story text to the students. After all of the

students received the text, the teacher began to read the text by herself and instructed the students to listen. The teacher showed a complete text presented in three columns: generic structure, model text and linguistic features. After the teacher showed a complete text presented in three columns: generic structure, model text and linguistic features. Then teacher gave another example of recount text and asked students to identify the generic structure and features in the text, and analyze the used of grammar in the given model of text.

In JCOT, the teacher divided students into groups to discuss the recount text and then they created spoken text with their groups. The students demonstrated their speaking ability with their group. In this step, the teacher could monitor and helped student that find the difficulties and checks students' works.

The last step is ICOT (Independent Construction of Text), the teacher gave an example of recount text in order to the students know how to speak in front of the class. In this step, teacher asked the students to make their own text; they had chance a few minutes by writing it down. The teacher asked the students to choose simple text so that they felt easier to practicing the text orally. Teacher guided the student's activities, if the students got the difficulties, they could ask the teacher.

3) Post-teaching

At this stage, the teacher reviewed the material usually the teacher gave it as learning material in the class. Then in the last step, the teacher asked about what they were gotten after studying texts recount and their difficulties in teaching learning process and gave the conclusion some evaluation about the recount text in the teaching speaking using Genre Based Approach. Lastly, the teacher motivated students to be more active at the next meeting.

In the next meeting, the teacher only reviewed material. Students performed in front of the class by their enthusiasm. There were some passive students in the class. When the teacher asked them orally, most of them answered the questions.

2. How to the teacher assess the students' speaking ability using Genre Based Approach

The researcher found in observation instrument and in the teacher's syllabus that the type of assessment that used by the teacher in speaking in the class are imitative word, reading aloud, make a simple conversation, and the last is retelling story. As the teacher confirmed that, the types of assessment speaking above could help him to assess the student speaking ability. The teacher asses' students' speaking ability in recount monologue text uses two criteria. The first

is criteria in evaluation of speaking. In the class, the teacher make an assessment of the students' performance and the categories of speaking are fluency, pronunciation, grammar, and comprehension.

The teacher referred to the rating scale proposed by Brown (2001: (406-407)). The total score of speaking for each student was count by summing up the four aspects of speaking (fluency, pronunciation, grammar & comprehension). Then the total score was multiply by three. Hence if a student has a total score 20 (5 for each aspect), then the students' score for speaking aspect is 60 (for 20 was multiplied by 3).

The second is criteria in recount monologue text. The criteria of recount monologue text include the content, structure organization and the language. The data of speaking test were also score by considering the categories for scoring recount text proposed by Hyland (2007:174). The score for recount text calculated by following the criteria mentioned above. It means if a student has a total score for recount in 40. Then the total score for students would be derived from both speaking and recount criteria. It was gain by summing up the score of speaking (the total is 60) and the score of recount (the total is 40). Hence, the maximum score would be 100 for both

speaking ability and recount genre. Therefore, the teacher can evaluate student's speaking performance in recount text Genre Based Approach.

3. Problems faced by the teacher in teaching speaking by using Genre Based Approach

Problem faced by the teacher in the implementation of Genre Based Approach are different capability of students, students lack of vocabulary; mastery of English grammar; it caused teaching learning process not optimal in the class, less participation of student and limited time in teaching learning.

Furthermore, the problem was also from the teachers' the teacher was lack knowledge how to implemented the step.

The teachers overcame the problems by explaining the material many times, or grouped the students to study together in-group discussions, and ask them to write certain kinds of words and memorize them. Teacher accustoming students to access in a dictionary, giving handouts as daily materials. The handouts to the students were very helpful as the students were provided with a complete materials and speaking exercises completed with the procedures.

Based on the result of the research, the writer concluded that the teachers understood in general about the concept of Genre Based Approach. The teachers did

the process of teaching in the class by doing four phases (BKOF, MOT, JCOT, and ICOT) in the class. However, all of the four phases did not implement well in teaching and learning process. The teacher also got some difficulties in teaching speaking by using Genre Based Approach.

The teacher implemented well the type of assesment in speaking. However, the teacher did not implement all the type of speaking. The Regarding difficulties in the application of this approach, it found that the most difficulty was in MOT phase. The most difficulty in MOT phase was the students have limited vocabulary. So, the students do not understand about the text being studied.

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