

## CHAPTER I

### INTRODUCTION

This chapter presents some sub-topics, which are the introduction, research question, research objective, significance of the study, the scope and limitation of the problem, and definition of the key terms.

#### A. Introduction

Amid few past decade, the curriculum in Indonesia has been changed for a few times. There's a set of plans and courses of action comprise of reason, substance, and the learning material that's utilized as central guideline for instructing and learning to be specific educational modules or curriculum. Recently, In Indonesia there is a new curriculum named "curriculum merdeka" or it called Independent Curriculum and it has been trying to be implemented in all levels of school in Indonesia. To improve the quality and recovery of education in Indonesia in 2022-2024, the Ministry of Education, Culture, Research and Technology (Kemendikburistek) has a new policy, namely the Independent Curriculum (Barlian & Solekah, 2022). Synergistic joint efforts are needed to make the implementation of the independent curriculum a success starting from 2023, and it is hoped that schools or madrasahs will have the determination, commitment and intention to implement this independent curriculum (Aini & Adiyono, 2023). And in this curriculum merdeka, there is Genre Based Approach (GBA), that is very required to be utilized by English Instructor for teach which is already in the rule of KEMENDIKBUDRISTEK No. 033/H/KR/2022, (KEMENDIKBUDRISTEK, 2022).

(GBA) Genre Based Approach is a approach that centers on understanding the genre of writings. This approach is as a rule connected by English instructors whereas educating a sort of content in four abilities. According to Uday Y in 2019, there are

stages of GBA while teaching and learning, They are : a). Building Knowledge of Text (BKoF), here is teacher where teacher and student s should construct a cultural context, discuss vocabulary, grammatical patterns, (Putra, 2019), b). Modelling of Text (MoT), wich is students should listens to the statement of short functional of the text or monologue and conversation that certain a communicative purpose, (Putra, 2019) c). Joint Construction of Text (JCoT), where are teacher and their student write a text together or students can be divided into some groups (Rosnianigsih & Puspita, 2020), d). Individual Construction of Text (ICoT) wich is the students should write the text individually and accoording to the text that have been disscused, where are teacher and their student write a text together or students can be divided into some groups (Rosnianigsih & Puspita, 2020). As stated in Uday (2019), there are six main types of genre texts that is usually taught. The types are narrative, recount, report, procedure, descriptive and exposition text.

The role of GBA is very important for students in analyzing and determining the type of text to study. Then, further analysis and modeling of sample texts aims to explore and demonstrate the social function, organization and linguistic characteristics of the given genre. Using this model, students can demonstrate and understand the type of text explained by the teacher. After demonstrating the text genre, students can do practical work, individually or in groups. By conducting individual or group practice, this will be a good way to check to what extent students understand and grasp the teacher's point of explanation. In teaching English, these steps are really useful in teaching English the 4 skills of speaking, listening, reading, and writing. The successfull of teaching and learning activities in the classroom depends on the suitable teaching method and approach that is implemented by the teacher.

This research is conducted because the results of students of SMAN 3 Kediri were low in sepaking's learning process, especially for the regular class. Many of students' score did not reach the minimum score of speaking learning. In addition, students' interest in learning is also still low. However, that condition causes because

of many reasons. One of which is due to the lack of method utilization. Therefore used new approach can help teachers to solve the problem of teaching and learning related to students' learning interest and learning outcomes. And this research investigate analytical exposition text because at that time in the second semester on tenth grade in SMAN 3 Kediri was learn analytical exposition text.

The related research that related on this study has been conducted by Nahid, Suseno, Pujianti, & Juanda (2018), using quasi experimental design. The purpose of this study is examine the effectiveness of GBA toward students' speaking (descriptive text) an to investigate the improvement. The findings are GBA is an effective approach to developing students' speaking ability wich fouces n descriptive text.

The second related research conducted by Rangga Mega Putra (2019). This research used descriptive qualitative with as case study approach. And it has porpose that ivestigate the implementation of GBA in teaching and learning process of the speaking's ability. And the finding is the Teacher still has a weakness while teach English, and the Students still has a difficultness while lean about generic structure and the social function.

The third related research conducted by Ferri Hidayat, Ariya Agustin, Despita, Muhammad Bambang Purwanto, (2023). The purpose if this study examined the extent to which EFL English majors at PGRI Palembang University improved their argumentative essay writing skills after participating in genre-based writing exercises with their instructors. The findings of this research that revealed that students consistently had difficulty criticizing or refuting opposing viewpoints and developing stronger rebuttals, even after engaging in genre-based argumentative essay preparation.

The fourth previous study conductued by Andi Badania Tenri Waji, St. Asriati, Maharida Manindar (2023). This research use experimental design. The purpose if this study is to determine whether employing a genre-based approach to

teach writing to tenth-grade MAN 4 BONE students improved their abilities in terms of organization and content. The findings of this research that the results of the pre- and post-tests show a significant difference. A genre-based approach is highly effective in enhancing students' writing skills in terms of structure and content.

And the last related research conducted by Haris and Rini (2023), this research use experimental research. The purpose if this study that before how to improving students' writing ability on recount text using GBA. The findings of this research that after adopted GBA, students' writing abilites improved significantly. Therefore, the researcher would like to conduct a study in the same research context as previous studies. But using different text and using not only one perception, but two perceptions, through teachers and students perceptions.

Based on the description, the researcher conduct that implementation of Genre Based Approach (GBA) in speaking ability is usefull althoug there were weakness for the teacher and the students. And the purpose of this research is aims to improve the students' speaking ability using the genre-based approach on Procedure Text at SMAN 3 Kediri.

## **B. Research Question**

The formula of the reserch question based on the research background above as follow:

How can the Genre Based Approach (GBA) improve the students' speaking ability on analytical exposition text in SMAN 3 Kediri?

## **C. Research Objective**

The formula of the reserch objective based on the research background above can be stated as follow :

To find out that the Genre Based Approach (GBA) can improve the students' speaking ability on analytical exposition text in SMAN 3 Kediri.

#### **D. Significant of the Study**

After conducting research, researchers hope that the results of this research can provide benefits for:

1. Students
  - a) That Genre –based approach (GBA) can motivate students to study various because the genre-based approach helps students understand types of texts easily.
  - b) That the Genre-based approach (GBA) it can help students to find out the level of their speaking ability in organizing a type of text.
2. Teacher
  - a) Teachers can approaches the students using a Genre-based approach (GBA) because it is more effective and students can also understand types of text easily.
  - b) The researcher hoped that the results of this research can be a reflection for teachers in teaching English using a Genre-Based Approach (GBA).
3. Future Researchers
  - a) This study can supplement reference materials for future researchers because this study leaves many gaps for other researchers to study in the future.

#### **E. The Scope and Limitation of the Problem**

The researcher limited this research with the aim of obtaining more specific data. This research focuses on improvement of students' speaking skill of using genre-based implementation approaches. This research is limited to speaking skills

and the material is analytical exposition text at class X SMAN 3 Kediri especially X-7 SMAN 3 Kediri.

## **F. Definition of the Key Terms**

To support reader's comprehension, the researcher includes more explanations for the terms used below :

### a. Genre Based Approach

The genre teaching method is a language teaching method consisting of 4 stages: Building Knowledge of Text , Modelling of Text, Joint Construction of Text , Individual Construction of Text . Using GBA will encourage students to understand the entire text with critical thinking skills on Curriculum Merdeka.

### b. Speaking Skill

Speaking skill is one of difficult skills of four language skill in English. Wich is an effective producing sounds that involves the systematic production of verbal utterances to convey meaning. This means that speaking is an effective skill for conveying meaning through words. Speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, which This is very important in language teaching and learning.

### d. Analytical Exposition Text

Analytical exposition text is a sort of content that points to persuade perusers or audience members to acknowledge the author or speaker's point of see. It presents contentions upheld by truthful prove and coherent thinking to persuade the group of onlookers of a specific position or conclusion. (Slamet & Marianto, 2015).