

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theory related to the study and to support this study, the researcher discusses some previous studies to the study. By studying research information from documents, research articles, and textbooks related to being the basis for research as will be proposed in this order.

A. Genre Based Approach

1. Definition of Genre Based Approach

Jhon (2002), cited in Herman et al (2020) defined a genre-based approach as an educational system that uses texts as the basis for lessons and curriculum. His Hyland (2003) and Swales (1990), later cited in his Dirgeyasa in 2016, argue that a genre-based approach is the use of linguistic patterns through activities such as communicative activities to achieve goals. Another definition comes from Christopher & Neil (2001), who argue that "genre-based approaches are a methodological language that derives from a writing perspective and requires a commitment to the approach".

Regarding these definitions, Nunan (1999) cited in Uday (2019) and Bryam (2004) cited in Truong (2017) state that a genre is a written or oral event that lends itself to a particular genre of language being taught.. It states that it is a framework consisting of. From the above definition, we can conclude that genre-based approach is a methodology that involves communicative and written events for teaching language using specific genres to achieve specific goals.

2. The Stages of Genre Based Approach in Teaching English

When teaching English, a genre-based approach consists of several phases, each designed to achieve a specific purpose. Genre-based was first introduced and

implemented in Australia as part of the teaching and learning cycle proposed by Callaghan and Rothery (1988), as cited in Truong (2017). First, the stages of the genre-based approach proposed by Callahan and Rosalie consist of his three stages. He phases were demolition, mixed construction, and self-build.

The stages of the genre-based approach proposed by Callaghan and Rothery are similar to the model of the genre-based approach proposed by Martin (1989) and Hyland (2003) as described by Aryanfar (2020). They said the phases would start with: modelling of text, joint construction of text, and independent construction of text. Moreover, as cited in Truong (2017), Derewianka (1990) and Hammond et al (1992) developed the stages of genre based approach proposed by Callaghan and Rothery into four stages. The stages consist of:

1) Building Knowledge of Field (BKoF)

Building expertise is the first step in providing students with background knowledge to help them complete tasks and achieve goals (Nunan and Lamb, 1996, Truong, 2017). At this stage, students are introduced to the social context of the text genres they study (Ngroho Taufik & Hafrizon, 2009). This phase also allows students to explore the purpose and use of texts of the genre being considered within their cultural context. From the above description, it can be said that BKoF activities aim to provide students with information about the sociocultural background of the types of texts studied.

2) Modelling of Text (MoT)

Hyland (2003) states that this phase consists of activities such as analyzing and discussing the structure, context, and language of the text. Similar to Hyland's statement, his Hammond (1992), cited in Gustinefa (2021), also appears, stating that the discussion of the social

function and purpose of texts, and the analysis of structure and grammatical patterns are part of this stage of activity.

From the above discussion, it can be seen that MoT is a phase in which students discuss and analyze the structural patterns and linguistic features of texts by modeling and decomposing the global aspects of the text types being studied. The teacher's role here is to clearly explain the general structure of the text's linguistic features in order to strengthen students' understanding of the language style and its goals (Nunan and Lamb, 1996, Truong, (cited in 2017).

3) Join Construction of Text (JCoT)

According to Hyland (2003), at this stage the teacher and students construct the text together. This situation is similar to Nunan and Lamb's (1996) statement, cited by Truong (2017), who states that at this stage, teachers and students collaborate to create the text. Furthermore, Nugroho and Hafrizon (2009) found that students themselves begin to contribute samples of the genre to their texts as a whole, and that once students are able to identify control over the text's type, the teacher's contribution to the structure of the text increases, it is claimed to decrease. They learn independently.

Based on the above explanation, it can be concluded that during the JCoT phase, teachers and students collaborate, but their involvement in text production weakens over time. At this stage, the activity essentially consists of students working together in small groups to restructure the type of text that will be taught.

4). Individual Construction of Text (ICoT)

Hyland (2003) found that at this stage students write their own texts by paraphrasing and editing texts. Nunan and Lamb (1996), cited in Truong (2017), state that at this stage students are working on creating their own texts alone or independently. This phase is typically performed after implementing group building. During the ICoT phase, student performance influences assessment achievement.

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3. The Benefit of Implementing Genre Based Approach

There are seven advantages of the implementation of genre based approach. Hyland (2004), They are:

- 1) Explicit. Explicit means that genre based approach makes something that should be learnt clear in the aim to facilitate students' language acquisition in writing skills.
- 2) Systematic. Systematic means that genre based approach provides a coherent framework to focus on both aspects, language and contexts.
- 3) Needs-based. Needs-based in here is to make sure that the objectives and contents of learning are taken based on students's needs.

- 4) Supportive. By implementing genre based approach, it gives teacher a central role in the aim to help students in learning and build their creativity.
- 5) Empowering. Genre based approach provides a knowledge in the form of an access to the patterns and possibilities of variation the genre of texts.
- 6) Critical. Genre based approach gives a chance to students to comprehend and challenge valued discourses.
- 7) Consciousness raising. By implementing genre based approach, it can increase about teacher awareness toward the genre of texts and it can give an advice for students on their writing aspect confidently.

The above advantages allow for the simplicity of a genre-based approach in that it provides a clear overview of what students will be learning. The genre-based approach provides a consistent and systematic framework, and materials and learning objectives are selected based on students' needs in the areas of language acquisition and writing skills. Additionally, this approach helps students think critically to understand patterns and possible variations in genre texts. For teachers, this approach provides an opportunity to increase their awareness of genre texts. Additionally, teachers can give advice to students and help them develop their creativity in the field of writing.

1. The Disadvantages of Implementing Genre Based Approach

Proponents of genre-based pedagogy justify their approach by claiming that the construction of texts is embedded in and responsive to social context, but The study and use of specific genres is primarily approached from a linguistic perspective. Rather than pure interest or communicative purposes being the basis for engaging with a particular genre, the genre is assigned by the teacher and students are taught the relevant linguistic features and are required to use

them to create their own writing, (Elshirbini & Elashri).

Although genres can play a role in helping students feel confident in their writing, there are two concerns with the genre approach. Learner autonomy is ignored while the skills required for content creation are underestimated. This genre approach not only focuses too much on conventions and genre characteristics, but also does not really help students discover the true message of the text due to certain aspects of the given genre. (Bryam, 2004).

A. Speaking Skill

1. The Definiton of 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.

According to Bueno, Madrid, and McLaren (2006: 321), "Speaking is one of the most difficult skills that language learners face." Speaking is the most important of the four language skills in English. It is thought that, even learners spend years learning a language. First of all, an ELL should understand the importance of his speaking skills and strive to acquire the skills necessary to survive in this competitive world (Rao, March 2019).



Figure 1. The importance of Speaking Skill (Rao,2019:9)

Speaking skills Learn English to advance your career, improve your business, build confidence, get better job opportunities, give public speeches, participate in interviews, participate in debates and group discussions This is the most important skill for all learners who want to learn, upcoming presentations, and more. In today's modern world, everything has to do with speaking skills. Anyone who has good speech talent can conquer the whole world. Good communication is the key to better employment opportunities.

Modern interviews test a candidate's true talent through performance in group discussions, debates, presentation skills, and more. Therefore, job seekers need to acquire good verbal communication skills to grab better opportunities. When learners practice these speaking skills in her EFL/ESL classroom, they will be able to master these skills and perform well in activities both inside and outside the classroom, (Rao, March 2019).

2. The advantages of Speaking

Even if there are advantages of Speaking There are four other skills in English, but speaking skills are the most effective of them because much of the

communication is done through speech. Therefore, speaking skills are the most important method of communication. There is no doubt that a full range of skills must be mastered in order to become a well-rounded communicator, but the ability to speak well offers several distinct advantages to the speaker (Rao , March 2019).

The main benefits of speaking skills are:

- Participate actively in pair or group activities in the classroom.
- Deliver memorable first speeches on various occasions.
- Actively participate in debates and group discussions.
- Develop learners' critical thinking.
- To receive higher education abroad.
- Interact with people from all over the world.
- Promotion of internal products.
- To make life abroad simpler and easier.
- Get better employment opportunities.
- Use the Internet effectively.
- Do well in the interview.
- Gain more knowledge.
- Traveling to foreign countries.
- Doing good international business.
- Obtain a high status in society.

- To make a presentation for any purpose.
- Communicate effectively with others.
- To increase personal income.
- To increase the credibility of the speaker.
- Learn about various cultures of the world.
- Interact with people from all over the world.
- Keeps your perception and thinking very sharp.
- Get better employment opportunities around the world.
- Improve problem-solving and critical thinking skills.
- Improve the overall development of the speaker's personality.
- To give strong motivation to customers and get them to buy the product.

Speaking skills have many benefits, so English teachers should focus more on these skills and give them top priority as they are very helpful in the overall development of ELL outcomes. Therefore, teachers need to think about different techniques and approaches to speaking skills in order to develop learners' oral communication, which is most important in today's world. (Rao, March 2019).

3. Teaching Speaking by Using Genre Based Approach in Merdeka Curriculum

Genre-based approaches are considered to be compelling apparatuses within the consider of content, composing, and social communication. When students are given the time, texts, and bolster to memorize, they pick up broad involvement

with a assortment of classes (Christie, 1993, cited in Gustinefa, 2021). According to Nunan (1998), educating talking may be a exceptionally critical portion of moment dialect learning. The capacity to communicate in a moment dialect clearly and productively contributes to the victory of the learner at school and victory afterward in each stage of life. Hence, it is basic that dialect instructor pay extraordinary consideration to the educating of speaking. The instructors are anticipated to offer a wealthy environment where important communication happens, instead of simply driving the students to unadulterated memorization. To instruct talking, four angles must unavoidably be considered (Brown, in Madkur, 2018). They are familiarity, exactness, elocution, and lexicon. In the mean time, Nunan (1992), in this case, defines what is implied by the educating of talking:

1. Creating the English discourse sounds and sound designs
2. Utilizing word and sentence stretch, sound designs and the beat of the moment dialect.
3. Selecting appropriate words and sentences based on the correct social setting, group of onlookers, circumstance and subject matter.
4. Organizing the learners' considerations in a significant and coherent cycle.
5. Utilizing dialect as a apparatus of communicating values and judgments.
6. Utilizing the dialect quick and confidently with few unnatural stops, which is called as familiarity.

According to Hyland (2003), ganre-based approach can be caught on when one looks at the two cycles and four stages. At that point, to execute genre-based approach, the taking after steps ought to be carried out:

1. In arranging the lessons in outside dialect instruction setting, the instructors have to be go around the cycle twice. Within the beginning cycle, they start from the

primary organize called Building Information of the Field (BKOF) where instructors and students develop social setting, share encounters, talk about lexicon, syntactic designs and so forth. All of these are adapted around the sorts of talked writings and themes they are progressing to bargain with at the moment arrange.

2. The following arrange is Modeling of Content (MOT) where students tune in to articulations of brief useful writings, discussions, and monologs that are adapted around a certain communicative reason. For illustration, if the students are anticipated to create procedural writings, at that point, the brief useful writings, discussions, and the monologs are created with one primary

communicative reason, that's , giving instruction or course. In brief, at the moment organize, the students tune in and react to a run of writings with related communicative purposes.

3. After listening, students come into the stage three called Joint Construction of Text (JCOT). At this stage, they try to develop spoken texts with their peers and guided by the teachers. They can generate any kinds of announcements, conversations on showing how to do things, monologues on how to make something and so on. They need to display their speaking capability and to show self-confidence to speak.

4. After having the experience of collaboration with friends, they enter the fourth stage called Independent Construction of Text (ICOT). At this stage, the students are encouraged to be able to speak impulsively or to carry out monologues 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 forth. Hence, the first cycle integrates the advance of speaking and listening skills.

B. Analytical Exposition Text

1. The Definition of 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). Analytical exposition text is a content which talk about around something that happen in society. The journalists allow their supposition approximately the wonders that will be examined. Refnaldi (2010:217) states that “analytical article exposition is the paper which contends that something is the case”. Besides, Priyana et al (2008:58) states that “analytical composition proposes or recommends a certain subject which may only be professional or contra, or both”. The subject that will be talked about ought to be an occasion that happens as of late. Untoro (2016:32) bolsters this articulation, he states that “the theme should be related to the later and vital issues happen and ought to be explored”.

2. Social Function of Analytical Exposition Text

The social function of analytical exposition text is to influence the peruser with the writer's supposition approximately an issue. In line with the over articulation, Kartini and Farikah (2015:556) states that the social work of expository piece content is to influence the peruser that something is the case. Besides, Refnaldi (2010:217) states that “the reason of this content is to provide satisfactory and sensible argument”. Moreover, Dahler and Toruan (2017:53) states that the reason of expository composition content i to convince the perusers or audience members by showing the contentions which tell the elemental reasons why something is the case. Based on the experts' articulations over, the author can conclude that the social work

of analytical exposition content is to deliver the contentions around the subject that happen as of late.

2. Generic Structure of Analytical Exposition Text

Refnaldi (2010:217) states that the generic structure of expository piece content comprises of thesis, arguments , reiteration.

1. Thesis could be a articulation of the write's position almost a theme that will be examined and tells what the author is centering on. This will be found within the to begin with section.
2. Argument could be a taking after section that supporting focuses that back the proposal articulation. The author underpins the proposition explanation by putting the contentions approximately the subject.
3. Re-iteration which strengthens the proposition articulation within the to begin with passage.

3. Language Features of Analytical Exposition Text

There are several parts of the language features of analytical exposition text. Priyana et al (2008:58) stated that common grammatical patterns in analytical exposition text include:

- a) General nouns; *ears, zoos*;
- b) Abstract nouns; *policy, government*;
- c) Technical words; *species of animals*;
- d) Relating verbs; *it is important*;
- e) Action verbs; *we must save*;
- f) Thinking verbs; *many people believe*;
- g) Modal verbs; *we must preserve*;

- h) Modal adverbs; *certainly we must try*;
- i) Connectives; *firstly, secondly*;
- j) Evaluate language; *important, significant, and valuable*.

B. Previous Related Studies

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. This study used descriptive qualitative as the research design. The participants of the study was 31 students(XI IPA) of Senior high school Tri Bhakti, Pekanbaru. The research instrument in this study was speaking test in procedure text.The findings are GBA is an effective approach to developing students' speaking ability wich fouces n descriptive text. The improvement could seen from social functions, linguistic feature, and the text organization.

The second related research conducted by Rangga Mega Putra (2019). This research used descriptive qualitative with as case study approach. And it has porpuse that ivestigate the implementation of GBA in teaching and learning process of the speaking's ability. This study used descriptive qualitative as the research design. The participants of the study was 28 students(XI IPA) of junior high school 1 Gamping, Yogyakarta. The research instrument in this study was observation, interviews and documentation. 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 conducted 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 Hidayatullah (2021). The title is “Increasing Students Speaking Ability Through Genre Based Approach” This study used (A Classroom Action Research) At Class X MIA B Of MA Al-Rahmah Lebakwangi-Walantaka-Kota Serang-Banten)” The participants of the study was 30 students. The purpose if this study that would like to make te students more easier to understood about the material, enjoy, and be more excited to follow the activity of teaching and learning. The findings of this research that GBA has a potential as a method in teaching activity to increase the students’ ability. Therefore, the researcher would like to conduct a study in the same research context as previous studies.

However, many similarities are known from the previous studies mentioned above, including: result, skills, and method. The researcher conducts a study to implement a genre-based, approach using different texts. In this study, researchers simultaneously examined student and teacher responses to learn how they perceived the implementation of a genre-based approach in another text, namely a Analytical Exposition Text.