

**THE EXPLORATION OF GENRE BASED APPROACH IN TEACHING  
SPEAKING AT EFL CLASSROOM: A CASE STUDY AT STUDENT  
HIGH SCHOOL**

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**ABSTRACT**

Speaking is a crucial thing in life and the main form of communication. In this era Indonesia using a "Independence Curriculum" as the leads of the academics. Speaking especially conversation, there will be found many obstacles while learning process or even during the practice of speaking in English. Therefore, this article aims to find out the exploration about the method of "Genre Based Approach" to be the answered of the obstacles while learning speaking English by following the curriculum at EFL classroom. The participants of this research were 10 students with the observation and interview techniques.

**Keyword:** genre based approach; speaking; teaching



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**INTRODUCTION**

The 2013 curriculum or commonly called "KURTILAS" is a curriculum arrangement that has become the standard of education in Indonesia since mid-2013. The Kurikulum 2013 is known to have 3 important assessment aspects, knowledge aspects, skills aspects, and aspects of attitudes and behavior with the objectives as set in Permendikbud 69 (2013) that "The purpose of the Kurikulum 2013 is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization". Therefore, the Kurikulum 2013 requires students to think creatively, innovatively, and responsively. The Kurikulum 2013 also streamlines several subjects such as Bahasa Indonesia, Social Science (Ilmu Pengetahuan Sosial /IPS), and Civic Education (Pendidikan Pancasila dan Kewarganegaraan /PPKn) and also develops several subjects such as Mathematics (Matematika) that are adapted to majors at the high school level to match international standards. Although the Curriculum 2013 looks very competent, it is also known that the Curriculum 2013 has its pros and cons, many odd things were found in making the Curriculum 2013 the basis of education in Indonesia, such as external and internal education factors, In addition, it is known that the outbreak of the covid 19

pandemic throughout the world that has hit until now (2020-2022) has made it important to restore the curriculum to adjust the situation. Therefore, the Indonesian government, especially in the field of education, has issued a policy for a replacement curriculum or transitional curriculum, which is referred to as "INDEPENDENCE CURRICULUM". Although it is considered a transitional curriculum, the Ministry of Education and Culture's policy regarding the Independent Curriculum is simplified as an emergency curriculum which will be reviewed in the future (2024) to provide convenience for each essential material substance. The Independence Curriculum aims to create a more enjoyable education for students in terms of teachers because so far Indonesian education only emphasizes the knowledge section without prioritizing the convenience aspect of learning. The concept of the Independence Curriculum includes:

- a) Project-based learning to develop soft skills and character according to Pancasila.
- b) Focus on basic material or essential material that students need to understand and master.
- c) Having a flexible nature in carrying out learning according to the ability of students, context, and local content.

The Independence Curriculum was inaugurated in 2022 and will last for 3 years (2022-2024). The teaching of English has adapted to the curriculum which has big proportion of school schedule given to the teaching and learning such this language has been regarded to enable students to have competence in English skills. In teaching and learning English the teachers' task is to help the students achieve the communicative competence where the teachers are required to have professional competence in order to be able to teach English well. Teaching English puts genre as the main device in language learning. The arrangement of curriculum is based on the genre.

Determining the type of genre helps students organize information in paragraphs used for communicative purposes. Expected develop communicative competence and make students able to reason English text. The 2006 English curriculum PP No. 19/2006 formulates: educational competency standards regarding the development of communication in orally and in writing to obtain letter information. The Genre-Based Approach is results-based language teaching genre production, the study of how language is used in a particular setting (Swalles 1990) and pay attention to the form of the relationship between language use and meaning (Bhatia 1993). The Genre-Based Approach is similar to the approach to teaching English language. Johns (2002, 01), said, "Genre as a means to analyze text has become a means for a better understanding of

pragmatic and linguistic texts”. In general, Genres are used to describe a range of processes (such as explaining, instructing, telling, describing, debating, and telling) which is used to produce a text that reflects target and intended audience. By using Genre-based Approach teacher can teach students many skills, strategies and media used for teaching English material successfully. Students also have opportunities to apply these skills and strategies in real situation. Thus, most teachers teach both the curriculum and the systems in contrast.

Speaking is the most important element that should be learnt because it is the only way to communicate with other people to share their idea, opinion and also an expression of something to others. It is also a form of conversation that involves at least two people where both sender and receiver communicate with each other to obtain information, ideas, opinion feeling and many more. It can be concluded that speaking is a complex cognitive skill, speaking not only makes sounds but also produces a set of meaningful words and body language understood by the listener either explicitly or implicitly. Language is not only taught and learned, but it is used as a habit. This is why the students must be able to speak and make the conversation in English because students will need English in the future. In speaking, the students will study components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension.

English speaking conversation if they want to active in speaking, the teacher needs to stimulate the students at EFL Classroom by doing the oral method in order the students will act in the learning process. It is one of the other ways to motivate them in speaking. In other word, speaking is one of the important skills that need a lot of practical use. English has been a mandatory subject in Indonesia, the citizens are relize that English is one of the importance subject to learn. Learning English can broaden the knowledge because we all know that English playing the important role as a communication language used in various sectors such as trade, bilateral relations, science, technology, also bussines. Realizing the importance of English, it is necessary to find a special approach to overcome any problems that interfere with the learning process, especially in the speaking aspect. The search for the right approach is the right solution in overcoming problems in the process of learning English speaking. In this study, the researcher chose the Genre Based Approach to be a solution in overcoming the problems experienced in learning English speaking on the grounds that the Genre Based Approach / GBA is a learning approach that helps students to be more competent in language, able to communicate through mastery of language skills, including by listening, speaking, reading and writing activities.

Looking at several studies that have been done previously, the researcher found two related studies and became a benchmark for the use of the genre based approach method as a solution in overcoming problems in learning to speak English, the first research from Gunawan Tambunsaribu & Yusniati Galingging (2021) found that the speaking aspect is a sequence the second most difficult of all aspects of learning English such as grammar, writing, etc. Problems that occur in learning English speaking come from two factors, namely internal and external where internal factors are found that come from within. Students admit that most students feel confused in learning English, then confusion and lack of awareness of the importance of English. While on external factors there are 3 inhibiting factors, namely a) teachers who are not pleasant, b) methods that are less interactive tend to be passive, c) teachers who are not experts. Furthermore, looking at the research Dea Aries Fitriani, Rahayu Apriliawati, Wardah (2020) entitled A Study On Student's English Speaking Problems In Speaking Performance found several problems that occur in learning English speaking, namely grammar, anxiety, vocabulary, confidence, and pronunciation. Seeing the problems that occur in learning English, especially in the speaking aspect, the researcher wants to prove that a good method will help overcome problems both from internal and external factors that occur. Therefore, it can be as the gap for this present study. The gap will be focused on the exploration of genre based approach in teaching speaking at EFL classroom it is because the genre based approach was chosen as a method that suits the needs of an Kurikulum Merdeka which uses text-based lessons and is expected to be an effective method in learning English speaking even though it is text-based.

Therefore, in this research, the researcher wants to find out what methods can help teachers and students in dealing with these problems, the genre based approach is a method that is able to overcome these problems and a method that strongly supports the passage of an Kurikulum Merdeka and also to make the students interested to the speaking material, to make the students motivated and they could get new ideas about the material. Moreover, to give more chances for students to speak actively, understood in English text, interested to write in English, and participate in teaching materials. These all can be facilitated by conducting Genre-based Approach since it provides the opportunities to perform English in daily life context.

## **RESEARCH METHOD**

In this part the researcher used the qualitative approach to ensure the quality of the research process, because these researchers interpret the data they have collected, with observations and interviews are expected to help this research run well. As already explained that this research used the genre based approach method to be an approach in finding the errors in learning English speaking, with a case study technique, it can be concluded that the case study aims to reveal how each individual who experienced it understands an event at the same time. Thus, through the case studies, the true views and understandings of various individuals that found, at the same time in the same method of approach and with the same goals and benchmarks.

In this study, observations were made to observe the schools selected by the researcher's criteria. In this observation the researcher came to the school to see the condition of the English teacher and also the students at the school, then the researcher also made observations on the curriculum and teaching methods as well as the materials used in English lessons, especially speaking. , then the researcher observes the learning process of the English teaching and learning method with this, it is hoped that this observation will become a point that will help researchers approach a genre-based approach with case study techniques after paying attention to class conditions, student abilities, and curriculum readiness and ongoing material. in High School EFL Class. With the finding of the right criteria and indicators from the school and the students, further observations will be made regarding the things needed to explore the genre based approach method in learning speaking in English with case study techniques.

In this study the researcher conducted interviews with students about how the process of learning to speak English using the genre-based approach method of case study techniques, whether these methods and techniques were able to make students more comfortable and feel helped in learning to speak English. The researcher also gave some questions to the participants how their obstacles in learning to speak English could be resolved when using this method, as well as how the students' opinion about using this method in the future was whether it was much better or only worsened. This was done by the researcher in order to find out the details of all the views that exist in students in learning speaking in English with this genre based approach method.

This research was conducted in Karawang, because that school has accredited A and get many reward also achievement from a various event for example, in English student capability in that school also Nasional Olympic. This research was conducted by

researchers for two weeks, precisely in November 2022. In addition, this study took 10 students from the 11<sup>th</sup> grade in one class, the students selected randomly and divided based on English score. In general, those participant were used to be a students in teaching speaking based on GBA at the class and interview the students response about the method while teaching speaking English.

## **RESULT AND DISCUSSION**

Based on the observation first the researcher doing preparation about the topic, when the researcher introducing the text mostly the students feels happy and curious about the text, then the researcher ask the student about the background knowledge and found the students already learn about the text that researcher used while learning proses it is narrative text, second the researcher identify about content objectivity and found that the students all very curious about the lessons especially speaking, and they understand about the socio-cultural context from the text, next while the researcher identify about lexicon grammatical of the text the students enjoy the lesson, most of them understand about the grammar, vocabulary, also the characteristics that related to the text and when the researcher ask give them the example they can answer easily and correct.

At the modeling of the text phase the researcher first doing a treatments to make a student understand about the fungsional of the text and all going well they understand when the researcher give a model of the text orally, ask student read compresihenvely, also shows the related picture. Second the researcher doing the treatment to explain the structure of the text and the students easily understand about the generic structure of the text the grammar, vocabulary, also the tenses that used in the text. The student also can investigate the language features from the text. Then the teacher giving the feedback about it.

While join construction of the text First the researcher do the treatment method to students practicing, the students follow the instruction by making a group, discussing about the structure of the text, to answer the question also dissect the text and all going well the student clearly understand about the method. Then the researcher give the students new text to discus and some of them still needed a help but most of them already understand clearly what they must to do with the text. The students understand the vocabulary and the grammar easily from the new text. While the researcher ask them to speak up about the text they can pass it so good, and also can gave a respond to another.

When independent construction of text the researcher give them a treatments to practicing idividually they understand easily the step by step and it proves that this method already helpful to learn, they can check their own task by themselves, and when the teacher ask them to perform speak up infront of the class they still afraid but they can do it perfectly.

Based on the results of interviews that have been conducted while building the knowledge of the field, the student are excited when the researcher introduce them about the text, and when the researcher ask them to disscuss about the text some of them feels nervous and tried to understand about the text but most of them happy, then when the researcher ask them to understand about the structure of the text most of them already understand but it still need more patient to make they understand slowly because it is the new method. It can be concluded while we introducing about a lesson to learn it will take time to make students understand and the group method of genre based approach was help the students ambiance to understand about the text.

Next at the modeling of the text it can be conducted, when the researcher give them the text to discus most of them feels happy and curious by working in the group but it still some of them feels nervous. Next it most of them understand easily about the text one of them understand because it feels easy when learn it with the group, and of them understand already hear also learn about the text. Then when the teacher ask about the structure the students understands clearly about it. It can be concluded the studens already understand about the text by the method genre based approach.

Based on the results of interviews that have been conducted wile join the construction of the text, when the teacher ask them to join the group they very curious to work in team and some of them think that working with group will helpful because it fun, However when the teacher give them a new text to discuss with the group they didn't feel scared most of them feels so curious by working in team even some of them still a little bit scared to discus it with the group. Next when they tried to start the discussion they so much enjoy and not fear to speak up in the group even one of them still but most of them feels fine and brave to talk. Then when the researcher ask them about the structre about the text (vocabularies and grammars) they understand about it, some of them said they understand clearly, some of them said a liittle bit but it can conducted that they understand. It can be concluded that working with team makes no one of them feels anxiety while learning speaking, and it can boost their self to be brave speak up and discus about the text also it

help them understand the structure easily, it means the method of genre based approach help them to understand, also boost their speaking skill.

Last while independent construction of text based on the results of interviews that have been conducted, When the researcher ask the students to speak up most of them not fear anymore but some of them still fear, Then when the researcher ask are they understand easily about the text most of them agreed about that but one of them feel a little bit hard because still don't understand English. It can be concluded that the students already can speak by their own and understand about the text it means they already can understand what they speak or talk about.

## **CONCLUSION**

In learning to speak English, most or even all students experience problems. These problems make it very difficult for them to say everything in English. The problem itself can be caused by many factors. It could be due to teacher factors, class factors, environmental factors, or even personal factors. Actually the big problem is about practice While the teacher is more dominant in using the mother tongue than the target language. Other problems faced by students are about shyness, nervousness, fear of making mistakes, not knowing how to pronounce words, and the most important thing is that their vocabulary mastery is very low.

There are some ways for the students and also the teacher to solve the speaking English problems. The teacher can find and try some methods to improve the students speaking skill. In this study the methods of genre based approach prove that the correlation between the text and speaking was help the students to speak English well, by the step by step genre based approach are help them to understand about the structure of the text also they can understand clearly what they speak about. The student can understand easily about the text and they also have a time and place to talk even with the same student at the first but it boost they to be brave to speak up in front of the class.

## **RECCOMENDATION**

The researcher has a number of recommendations for English teachers, students, and upcoming scholars based on the findings of the study. For the School planning the new programs exactly the new English program as a solution of the students" problems especially in speaking English follows the some method from "INDEPENDENCE



CURRICULUM” especially the genre based approach method, it may can help the school to explore some ways to teaching English speaking with many obstacles.

For the teacher giving motivation and stimulating students' opinion are very important to increase students' attention in leaching learning English especially speaking also choose the most interesting method that is suitable, genre based approach will help the condition of class and the material given. For the students should more adventurous practice in speaking because it is the key to be able to communicate in English

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