

CHAPTER I

INTRODUCTION

This chapter introduced the research question, purpose of this study, and explained the researcher's interest in the topic of study and discussed the scope and sequence of the proposed research. This chapter concluded the research background, research problems, research significance, and research scope and limitations.

1.1 Research Background

English is used as an international language in multiple aspects such as business, technology, tourism, and global communication. That makes English become one of the most important in Indonesia. By learning English, students will have the ability to communicate with people around the world with different cultures. (Sri Andayani 2022). As highlighted in a report by Crystal (2012), English is the primary language of the internet. By 2022, around 5 billion people, equating to nearly 65% of the world's population, were internet users, with 170 million new users joining in the past year alone. English is the most frequently used language online, appearing on 6 million of the top 10 million websites, which accounts for over 60% of all websites.

In the acquisition of English as a second language, mastery of four essential skills—Listening, Speaking, Reading, and Writing—is imperative. According to research in first-language acquisition, these skills typically develop sequentially: listening is acquired first, followed by speaking, with reading and writing emerging

subsequently (Goswami, 2008; Snow, 2010). This sequential development is why these skills are often collectively referred to as LSRW. Notably, listening plays a crucial role in communication, serving as the foundation for effective interaction and idea exchange (Rost, 2016). Thus, a robust understanding of listening is essential for facilitating proficient communication in both first and second-language contexts. According to Brown (2001:24), “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” It means that listening is an important thing in daily life (Ismail & Aziz, 2020).

Listening skills are often challenging to master due to their inherent complexity (González, 2021). Successful listening requires students to focus intensely on comprehending various aspects such as accuracy, vocabulary, and key points, and anticipating unknown elements (Cahyono, 2017). This skill encompasses several critical components, including distinguishing between sounds, recognizing and understanding words, identifying grammatical structures, interpreting expressions and phrases, connecting linguistic cues with non-linguistic and paralinguistic signals, using background knowledge to predict and verify meaning, and recalling keywords and ideas. Despite its complexity, listening skills can be enhanced through consistent practice (Ismail & Aziz, 2020).

Numerous studies have assessed the effectiveness of genre-based teaching in enhancing language learning outcomes (Arimbawa, 2012; Cahyono, 2017; Gintings, 2020; González, 2021; Kartika-Ningsih & Gunawan, 2019; Manzouri, 2015; Mastura et al., 2020; Nurlaelawati et al., 2020; Sadeghi et al., 2014). Research indicates that genre-based approaches (GBA) aid students in identifying various

text structures and genres, fostering engagement with diverse text characteristics, and actively participating in learning activities. However, there remains limited research specifically focused on applying a genre-based approach to teaching listening. Consequently, this study proposes an investigation into the implementation of a Genre-Based Approach in Teaching Listening, using SMAN 1 Sutojayan as a case study.

1.2 Research Problems

Based on what has been limited above, the problems can be formulated into the following questions:

- 1) How is the implementation of the Genre-Based Approach in teaching listening to the 10th-grade students of SMA Negeri 1 Sutojayan in the academic year 2023/2024?
- 2) What is the student's responses to the implementation of the Genre-Based Approach in teaching listening to 10th-grade students of SMA Negeri 1 Sutojayan in the academic year 2023/2024?

1.3 Research Objectives

This study is aimed at investigating the implementation of the Genre-Based Approach (GBA) in teaching listening to 10th-grade students at SMA Negeri 1 Sutojayan, Indonesia.

- 1) To investigate the implementation of Genre-Based Approach in teaching listening of 10th-grade students in SMA Negeri 1 Sutojayan in the academic year 2023/2024.

- 2) To narrate the student's response to the implementation of Genre Based Approach in teaching listening to 10th-grade students of SMA Negeri 1 Sutojayan in the academic year 2023/2024

1.4 Research Significant

This study is anticipated to yield several key benefits:

1) Theoretical Contributions

The research is expected to provide support for the educational claim that the Genre-Based Approach effectively enhances students' listening skills.

2) Practical Contributions:

a) For Teachers

The study's outcomes are expected to offer valuable insights for educators, helping them develop more engaging learning materials and improve their effectiveness in English language teaching.

b) For Students

The research findings are anticipated to aid students in their listening practice and boost their motivation to learn.

c) For Future Researchers

The results are expected to serve as a benchmark for evaluating whether specific techniques in teaching listening are effective. Additionally, as action research, the study will allow researchers to reflect on and refine their teaching methods for future application.

d) For Other Researchers

The findings are expected to provide a useful reference for conducting similar studies in the field.

1.5 Research Scope and Limitations

This study explores the implementation of the Genre-Based Approach (GBA) in teaching listening skills to 10th-grade students at SMA Negeri 1 Sutojayan, Indonesia. The research focuses on how GBA can be integrated into the English curriculum to improve students' listening comprehension and engagement. Conducted over six months, from January to July 2024, the study involves one English teacher and a single class of students, aiming to provide insights into the practical application of GBA in this specific educational setting.

The scope of this study is intentionally limited to one class and one teacher to allow for a detailed examination of GBA's effects in a real classroom environment. Qualitative methods, such as classroom observations and interviews, are used to gather in-depth information about teaching and learning experiences.

However, the study has several limitations. The small sample size and focus on a single school may limit the generalizability of the findings to other schools or regions. The six-month duration may not capture long-term improvements in students' listening skills. Additionally, reliance on qualitative methods means the findings may be influenced by researcher bias. Factors such as students' prior knowledge and motivation are not controlled for, which could affect the outcomes.

While this study offers valuable insights into using the Genre-Based Approach to teach listening, these limitations should be considered when interpreting the

results. Future research could explore GBA in different educational settings and with larger sample sizes to gain a more comprehensive understanding of its impact.