

CHAPTER II

LITERATURE REVIEW

This chapter consisted of theories based on the research problems and previous studies about this study. This chapter concludes the theories of Listening, teaching listening, the Genre-Based Approach, the implementation of the Genre-Based Approach in teaching listening, the advantages and disadvantages of the Genre-Based Approach, the previous studies, and the theoretical framework.

2.1 Listening

Listening, fundamentally, refers to the process of receiving and interpreting auditory stimuli or sound waves through the ears and comprehending the information conveyed. It involves not only the physiological act of hearing sounds but also actively focusing attention and processing the auditory information to understand its meaning, significance, or context. This chapter will explain the definition of listening, types of listening, procedures, and problems of listening.

2.1.1 Definition of Listening

Listening is a complex process that involves several key components, each critical for effective communication. Receiving is the initial stage, where the auditory system captures sound waves and transmits them to the brain for processing. This stage involves the physical act of hearing and is fundamental to the listening process (Goss, 1982). Understanding follows, where the listener processes the sounds, recognizes words, phrases, and intonations, and grasps the meaning conveyed by the speaker. This involves cognitive processes and linguistic

knowledge, as explained by Brownell (2012). Interpreting is the next step, requiring the listener to analyze and derive meaning from the information received, understand implications, or discern the speaker's intentions and emotions. This component emphasizes the interpretive nature of listening, as noted by Wolvin and Coakley (1996). Evaluating involves assessing the credibility, relevance, and importance of the information being conveyed, a critical thinking process highlighted by Wolvin and Coakley (1996) in their comprehensive overview of listening. Finally, responding is the active stage where the listener provides feedback, asks questions, or engages in conversation based on the information received, thus completing the communication loop. This interactive aspect of listening is crucial for effective communication and is emphasized in the work of Brownell (2012).

Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning." Listening is indeed the active process of paying attention to sounds or spoken words with the intention of understanding their meaning. It involves not only hearing the words but also interpreting and comprehending the message being conveyed.

Oxford defines listening as the combination of skills and sound perceptions. Listening covers the understanding of the meaning of words, phrases, clauses, sentences, and discourses. In essence, listening, as defined by Oxford, underscores the complexity of the skill, which involves not just hearing sounds but also comprehending and interpreting spoken language at different levels of linguistic units, from individual words to longer spoken texts or conversations. Developing

effective listening skills encompasses honing the ability to perceive, process, and understand spoken language accurately and meaningfully.

Walberg (2004, p. 14) said that listening is an ability that adds insight and information, and listening is also the ability to achieve good communication processes with other people. The statement by Walberg (2004) emphasizes the significance of listening as a crucial ability that contributes to gaining insight, acquiring information, and fostering effective communication processes. By highlighting the role of listening in gaining insights, acquiring information, and fostering effective communication, this perspective underscores the importance of developing strong listening skills. It emphasizes that active and attentive listening is a crucial component of successful communication and can significantly contribute to one's understanding and interactions with others.

Effective listening involves active engagement, concentration, and empathy. It's not merely a passive act but an interactive process that involves focused attention, processing, and understanding of the communicated message. Good listening skills are crucial in various aspects of life, including communication, learning, building relationships, problem-solving, and effective teamwork.

Listening in learning English refers to the skill of comprehending spoken language in the English language. It is a fundamental aspect of language acquisition and plays a crucial role in effective communication, language proficiency, and overall language development.

2.1.2 Types of Listening

Wolvin & Coakley (2013) propose that effective listening encompasses several distinct types. The first is Discriminative Listening, the foundational ability to distinguish between sounds and their origins. This allows us to understand speech, recognize emotions in a voice, and even differentiate between natural and man-made sounds.

Next comes Comprehensive Listening, which is focused on understanding the meaning and message within spoken language. It requires not only hearing the words but interpreting them in context. This type of listening is key for following instructions, learning, and engaging in conversation.

They also highlight Appreciative Listening, where we enjoy and find pleasure in the sounds we hear. This might be music, nature, or a well-told story. It's about experiencing the beauty and emotional qualities of sound.

Then there is Critical Listening, which involves analyzing and evaluating the message being presented. We question assumptions, identify biases, and assess the validity of the information. This skill is vital for making informed decisions and engaging in thoughtful discussion.

Therapeutic Listening is utilized in supportive communication. It focuses on understanding and responding to the speaker's emotional needs, creating a safe space for expression. This type of listening is crucial for building trust and facilitating healing.

Finally, Relational Listening involves actively listening to build and maintain relationships. It's about demonstrating genuine interest in the speaker,

understanding their viewpoint, and responding in a way that fosters connection. This is key for effective communication and strengthening interpersonal bonds.

2.1.3 Procedure of Listening

The procedure of developing effective listening skills in English, as outlined by Wolvin and Coakley (1982), is a multi-faceted journey that encompasses several key stages. It begins with receiving, the simple act of opening ears and paying attention to the sounds of spoken English. But true listening goes beyond mere hearing. The next step is understanding, where learners tap into the vocabulary and knowledge of English grammar to decipher the meaning of individual words and sentences. It's like assembling a puzzle, putting the pieces together to form a coherent picture.

But the picture isn't complete without interpreting the nuances. This stage involves considering the speaker's tone, the context of the conversation, and any nonverbal cues to truly grasp the intended message. It's about reading between the lines and understanding the unspoken nuances. Once the learner understands the message, it's time to evaluate it. Here, learners become a critical thinker, weighing the information, assessing its credibility, and forming their judgments. It's about separating fact from opinion and deciding what to believe.

Of course, listening wouldn't be very useful if the learner couldn't remember what was heard. This stage involves storing key information for future reference, using techniques like mental repetition or note-taking. Finally, the process culminates in responding.

Listening is an active skill, not a passive one. It demands full attention and a genuine desire to connect with the speaker. By mastering these stages, people can become a more effective listener and communicators in English, opening doors to deeper understanding and more meaningful connections.

2.1.4 Problem of Listening

The path to mastering English listening skills is paved with challenges, as experts in the field readily acknowledge. A limited vocabulary and grasp of English grammar can significantly impede comprehension, with unfamiliar words and complex sentence structures acting as roadblocks to understanding, as observed by Vandergrift (2006). The rapid pace and connected nature of native English speech further complicate matters, potentially leading to missed words or misinterpretations, according to Field (2008). Additionally, the wide array of accents and pronunciation variations in English can be daunting for learners accustomed to a specific standard, as Goh (2000) emphasizes.

The absence of visual cues in audio-only settings like lectures or podcasts removes valuable contextual aids, making comprehension more challenging, as noted by Flowerdew and Miller (2005). Furthermore, insufficient exposure to spoken English and limited practice opportunities can hinder skill development, reinforcing the need for extensive and diverse language input, as advocated by Rost (2011). Anxiety and a lack of confidence can also play a detrimental role, interfering with focus and concentration, as Graham (2006) points out.

Trying to understand every single word can lead to cognitive overload, highlighting the importance of strategic listening and the ability to identify key

information, as suggested by Vandergrift and Goh (2012). Finally, cultural differences in language use, including idioms and humour, can create misunderstandings if learners are unfamiliar with the cultural context, as highlighted by McKay (2002). While these obstacles are real, they are not insurmountable. With dedicated practice, exposure to diverse listening materials, and the application of strategic learning techniques, learners can progressively overcome these challenges and achieve proficiency in English listening comprehension.

2.2 Teaching Listening

Teaching listening involves guiding learners to develop the ability to understand spoken language in various contexts. This skill is essential for effective communication and involves more than just hearing words; it includes understanding the speaker's intent, inferring meaning from context, recognizing different accents, and picking up on nuances such as tone and emotion. According to Vandergrift and Goh (2012), listening is an active process where listeners construct meaning from the input they receive, requiring them to use their background knowledge, linguistic knowledge, and strategies to comprehend spoken messages. Richards (2008) highlights that effective listening instruction should incorporate authentic listening activities, which mirror real-life situations and should teach learners strategies to manage comprehension difficulties, such as predicting content, asking for clarification, and summarizing information. Overall, teaching listening is about equipping learners with the tools and strategies

they need to navigate and interpret the rich and complex nature of spoken language.

2.2.1 Definition of Teaching

Teaching is the ability to assist learners in organizing, directing, and maximizing the stream of developing life experiences. As Dewey stated, teaching relies upon “the educational significance of social arrangements [as] means used to educate the young” (1916/Dewey 1997a, p. 89). Social arrangements, within the context of education, encompass the various structures, norms, and practices within a society that contribute to the upbringing and education of young individuals.

Teaching is a process of imparting knowledge, skills, information, or values to others. It involves the facilitation of learning, enabling individuals or groups to acquire new understanding, capabilities, or attitudes. Teachers employ various methods, strategies, and resources to engage learners and help them comprehend and apply concepts effectively.

Effective teaching encompasses several key aspects, each supported by educational research and expert insights. Instruction involves delivering information, explanations, and demonstrations to convey concepts or skills clearly to learners, as detailed by Gagné, Briggs, and Wager in their comprehensive framework on instructional design (1992). Facilitation plays a crucial role, with Brookfield (2013) emphasizing the importance of guiding and supporting learners through activities, discussions, and problem-solving exercises to deepen their understanding and application of the material. Assessment is another vital component, as Black and Wiliam (1998) discuss, involving the evaluation of

learners' progress, understanding, and performance to gauge the effectiveness of teaching methods and provide feedback for improvement. Additionally, adaptation is essential, with Tomlinson (2001) highlighting the need to adjust teaching strategies, content, and pace to suit the diverse needs, abilities, and learning styles of different individuals or groups. Finally, motivation is critical for encouraging and inspiring learners to actively engage with the material and sustain their interest in learning, as explored by Ryan and Deci (2000) in their research on intrinsic and extrinsic motivations. Together, these aspects contribute to a holistic and effective teaching approach that fosters learning and development.

According to H. C. Morrison (1934), "Teaching is an intimate. contact between a more mature person and a less mature one which is designed to further the education of the latter." Teaching is indeed an intimate and purposeful interaction between a more knowledgeable or experienced person (the teacher) and someone less knowledgeable or experienced (the learner or student). This interaction is intended to facilitate the learning, growth, and development of the learner. The intimacy in teaching is not necessarily about personal closeness but rather the close engagement, guidance, and connection established between the teacher and the student in the process of education.

According to Ryburn, "Teaching is a relationship which keeps the child to develop all his powers" (2000). Teaching is a relationship that plays a crucial role in fostering the holistic development of a child by nurturing and encouraging the development of all their faculties and capabilities. A teacher-student relationship is not solely about imparting knowledge but also about guiding, supporting, and inspiring the child to grow and flourish in various aspects. By fostering an

environment that supports the development of all these aspects—intellectual, emotional, physical, social, and creative—teachers play a crucial role in helping children realize their full potential. This relationship between the teacher and the child is essential in providing guidance, encouragement, and support as the child grows and develops into a well-rounded individual.

Teaching is a take-and-give activity between teacher and learner for educational purposes. On the other side, teaching doesn't guarantee learning; however, it creates an environment and provides the necessary tools and guidance that strongly anticipate or facilitate learning. While teaching is the process of imparting knowledge or skills, learning is the acquisition or absorption of that knowledge or skill by the learner.

While teaching sets the stage for learning, the actual acquisition of knowledge or skills depends on various factors, including the student's engagement, prior knowledge, effort, and the context in which learning takes place. The goal of teaching is to create an environment conducive to learning and to equip students with the tools and guidance necessary to facilitate their learning process.

2.2.2 Definition of Teaching Listening

The definition of teaching listening involves the instructional process of facilitating and guiding learners to develop their listening skills in a language-learning context. Teaching listening encompasses various strategies, techniques, and activities aimed at improving students' abilities to comprehend spoken language, understand nuances in speech, and extract meaning from auditory information in the target language (FH Saqof 2020).

Teaching listening involves the deliberate and systematic approach by educators to impart, enhance, and refine students' abilities to actively engage with spoken language, comprehend verbal information, discern nuances in pronunciation, intonation, and expression, and effectively interpret and extract meaning from aural stimuli in the target language. It includes employing diverse pedagogical methods, such as pre-listening activities, listening tasks, post-listening reflections, and interactive exercises, to develop students' listening skills, promote their linguistic comprehension, and foster effective communication in the language being learned."

According to Solak and Ekrem (2016), teaching listening typically focuses on several key areas. First, it aims at developing listening comprehension by helping students improve their ability to understand spoken language at various levels, from simple phrases to more complex discourses, thereby enhancing their overall listening skills.

Additionally, it emphasizes enhancing listening strategies by teaching the students techniques to actively engage with the content. This includes strategies such as predicting content, identifying key information, recognizing context clues, making inferences, and summarizing.

Another critical focus is improving vocabulary and pronunciation. This involves integrating listening activities that not only expand students' vocabulary but also expose them to different accents and pronunciations, aiding their understanding of how words are spoken and used in various contexts.

Finally, teaching listening incorporates interactive tasks that engage students in meaningful listening activities. This includes group discussions, pair work, and the

use of multimedia resources, all designed to encourage active participation and improve comprehension.

Teaching listening in language education aims to equip learners with the necessary skills to comprehend and engage with spoken language effectively, thereby enhancing their overall proficiency and communicative abilities in the target language.

2.2.3 Types of Teaching Listening

Teaching listening involves employing various approaches, techniques, and activities to enhance students' listening skills and comprehension abilities.

According to E. Macháčková (2009), various teaching strategies are employed to enhance listening skills effectively. Pre-listening activities are designed to prepare students before they listen to a recording or a speaker. These may include discussing the topic, brainstorming related vocabulary, predicting content, or setting the context to activate prior knowledge and build anticipation. Listening for specific information involves tasks that require students to extract specific details or information from the audio, such as identifying keywords, dates, names, or specific facts. Listening for main ideas focuses on identifying the main concepts, themes, or central ideas presented in the listening material, providing a broader understanding of the content. Listening for sequence or order is aimed at understanding the sequence of events, steps in a process, or the order of information presented in the audio. Listening for inference includes exercises that prompt students to make inferences or draw conclusions based on the information provided in the listening passage.

Note-taking is a crucial strategy that teaches students effective note-taking skills while listening, helping them organize and remember important information. Interactive listening tasks engage students in pair or group activities, discussions, role-plays, or debates based on the content they've listened to, fostering interaction and application of listening comprehension. Listening to authentic materials involves exposing students to real-world materials like songs, movies, podcasts, or news broadcasts in the target language, which helps them become familiar with diverse accents and real-world language usage. Post-listening activities are tasks that follow the listening activity, such as summarizing, discussing, debating, writing a summary or reflection, or engaging in follow-up tasks related to the content heard. Finally, listening with visual support uses visual aids like pictures, graphs, or videos to complement the audio, providing context and support for comprehension.

These types of teaching listening strategies are not mutually exclusive and can often be combined or adapted to suit the specific learning objectives, proficiency levels, and interests of the students. Teachers may use a mix of these approaches to create engaging and effective listening activities that cater to diverse learning styles and preferences.

2.2.4 How to Teach Listening

While much of the research on listening skills has concentrated on second language acquisition, many of the findings are applicable to general listening instruction. Berne (1998) reviewed literature on second language learning and identified several important insights into listening comprehension practices. One notable discovery is that less proficient listeners often rely on both auditory cues

and contextual meaning, whereas more proficient listeners concentrate primarily on the meaning. This distinction underscores the varied strategies employed by learners with different levels of proficiency. Moreover, pre-listening activities, such as providing summaries of the listening material or allowing students to preview comprehension questions, have been found to improve listening comprehension by establishing context and preparing listeners for the content.

Furthermore, Berne emphasized that video presentations aid listeners in attending to and comprehending the material better than audio presentations alone. The visual component provides additional context and cues that support understanding. The use of real, as opposed to 'made up,' listening passages also leads to greater improvement in listening comprehension, as authentic materials are more engaging and representative of actual language use. Training in listening strategies is another critical factor, as it improves comprehension, and learners can and should be taught such strategies to enhance their listening skills.

Finally, due to the complex nature of listening comprehension, listening practice should encompass a variety of situations where listening is required. This includes using different types of listening passages and different modes of presentation, such as live, video, and audio. By exposing learners to diverse listening contexts and materials, they can develop a more comprehensive set of listening skills applicable to real-world scenarios.

Research indicates that enhancing students' metacognitive awareness of their listening processes is advantageous (Wilson, 2003). Vandergrift et al. (2006) demonstrated that administering the Metacognitive Awareness Listening Questionnaire (MALQ) both before and after instruction not only tracks listening

improvements over time but also fosters metacognitive reflection. The MALQ functions as a diagnostic tool and self-assessment instrument designed to help learners become more self-regulated listeners. By raising awareness of the listening process, students can improve their listening skills and, consequently, acquire a new language more efficiently (p. 454).

Furthermore, Dawes (2008) argues that listening skill instruction should be integrated into regular classroom activities. She outlines practical, classroom-tested strategies for primary teachers to develop students' listening skills in both whole-class and small-group contexts.

2.2.5 Approaches to Teaching Listening

Understanding spoken discourse involves two primary processes: Top-down and Bottom-up approaches. The Bottom-up approach focuses on interpreting the incoming auditory input to understand the message, while the Top-down approach relies on background knowledge to derive meaning from the message. There has been considerable debate regarding the effectiveness of these methods.

Vandergrift notes that the Bottom-up approach aids learners in developing word recognition skills, whereas the Top-down approach supports the acquisition of real-life listening skills. However, using either method in isolation may not be sufficient. Tyler (2001) posits that while the Bottom-up approach is beneficial for long-term language retention, the Top-down method facilitates quicker acquisition, which is advantageous for short-term needs, such as for travellers. The choice between these methods often depends on the listening goals. Effective listening is

generally achieved when both Top-down and Bottom-up approaches are employed together, integrating meaning with linguistic input.

Bottom-up processing involves decoding language from its smaller components, such as individual sounds, letters, words, and phrases, to understand the overall message. It emphasizes word recognition, decoding skills, and understanding the language structure. This approach helps learners develop their ability to recognize phonemes, words, and grammatical structures, thus enhancing their word recognition skills and understanding of the linguistic elements of the language.

On the other hand, top-down processing focuses on using context, background knowledge, and expectations to understand the overall meaning of the message. It involves using prior knowledge, context clues, and cognitive strategies to comprehend spoken language. This approach simulates real-life listening situations where individuals rely on their background knowledge, context, and expectations to understand what they hear. Consequently, learners develop real-life listening skills by understanding the meaning of the message within its context rather than simply decoding individual words.

While bottom-up processing enhances word recognition skills and understanding of language structure, top-down processing emphasizes real-life listening skills by encouraging learners to use context, predictions, and background knowledge to comprehend the overall message. Both approaches are valuable and can be used in combination to develop comprehensive listening skills in learners, allowing them to decode language elements while also understanding and interpreting the meaning in various contexts.

There are various approaches and methods that educators employ to teach listening skills effectively, each supported by educational research and expert insights. Bottom-up processing focuses on the decoding of individual sounds, words, and phrases to comprehend larger units of spoken language. This approach involves teaching students to recognize phonemes, words, and grammatical structures to understand the overall message, as highlighted by Richards (2008). On the other hand, top-down processing emphasizes using context, prior knowledge, and expectations to understand the overall meaning. Students rely on background knowledge and context clues to comprehend spoken language, a concept supported by the work of Brown (2007).

Interactive listening involves engaging students in the listening process through group discussions, pair work, role-playing, and collaborative tasks, encouraging active participation and interaction while listening. This approach is emphasized by Vandergrift and Goh (2012) for its effectiveness in promoting active listening skills. Utilizing authentic listening materials such as podcasts, radio broadcasts, movies, songs, and interviews exposes students to real-life language usage, various accents, and natural speech patterns. This method provides learners with authentic language experiences, as noted by Gilmore (2007).

Task-based listening involves employing tasks or activities that require listening for a specific purpose, such as extracting information, making decisions, or solving problems. This approach, discussed by Ellis (2003), focuses on achieving objectives through listening tasks. Schema theory, based on the idea that listeners interpret new information based on their existing knowledge or schemas, encourages educators to activate students' prior knowledge or create contexts that

align with their experiences to facilitate comprehension, as outlined by Carrell and Eisterhold (1983).

Teaching listening comprehension strategies such as predicting, summarizing, inferring, visualizing, and questioning enhances listening comprehension. These strategies help students actively engage with the listening material; a concept supported by Rost (2011). The metacognitive approach involves encouraging students to reflect on their listening process, monitor their understanding, and employ strategies to improve comprehension. This approach, detailed by Vandergrift and Goh (2012), involves teaching students to be aware of their listening behaviours and make adjustments accordingly.

Lastly, technology-assisted listening leverages technological resources like language learning apps, online platforms, interactive videos, and multimedia resources to engage students and enhance their listening skills. The use of technology in listening instruction is advocated by Chapelle and Jamieson (2008) for its ability to provide diverse and interactive listening experiences.

The effectiveness of these approaches often depends on various factors such as the learners' proficiency levels, learning styles, cultural background, and the context of the learning environment. Teachers might combine multiple approaches or adapt them based on the specific needs and preferences of their students to create engaging and effective listening activities.

2.3 Genre-Based Approach

The Genre-Based Approach (GBA) is a method of teaching language that focuses on helping learners understand and produce different types of texts, or genres, which are characterized by specific structures, purposes, and language features. This approach is grounded in the idea that language is used to achieve particular social purposes and that understanding these purposes can enhance language learning. According to Hyland (2019), the GBA involves explicit teaching of the conventions and features of various genres, which helps learners recognize the patterns and regularities in different types of texts, such as narratives, reports, essays, and letters. Martin (1999) emphasizes that this approach not only aids in the development of linguistic skills but also in the comprehension of the cultural and social contexts in which these genres are used. The GBA typically involves stages such as deconstructing exemplar texts to understand their structure, jointly constructing texts with teacher guidance, and independently producing texts. By making the features of genres explicit, the GBA provides learners with a clear framework for understanding and using language effectively in different contexts.

2.3.1 Definition of Approach

A teaching approach represents a set of principles, beliefs, or ideas concerning the nature of learning, which are applied in the classroom setting. It encompasses a perspective on both teaching and learning, grounded in theoretical views about language and its acquisition (Hoque, Md., 2016).

An approach provides the theoretical foundation for language instruction, comprising a series of interrelated assumptions about the nature of language and

the processes of language teaching and learning. It reflects a broad philosophical or theoretical stance on how languages are acquired, the essence of language itself, and how effective teaching methods can enhance the learning experience.

Ultimately, a teaching approach guides educators in designing lessons, selecting materials, and creating an environment conducive to language learning. It shapes the entire teaching process, influencing both the content and the methodology used in the classroom. Teachers often combine elements from different approaches to create a teaching style that best suits their learners and objectives.

2.3.2 Definition of Genre Based Approach

The genre-based approach is a teaching method designed to convey different types of texts or genres according to their social purposes, prioritizing the interpretation of the entire text rather than analyzing it sentence by sentence (Lin, 2006). This approach emphasizes understanding texts within their specific social and functional contexts, guiding learners to focus on the overall purpose, structure, and communicative intent of the text. By adopting this method, students engage with texts holistically, appreciating how each genre operates within its context and serves its intended function.

Lin (2006) highlighted that this approach shifts the focus of the interpreting process from a narrow, sentence-by-sentence analysis to a broader understanding of the text's entirety. By exploring texts in their entirety, learners are encouraged to comprehend the text's purpose, structure, and conventions within the context in which it is used.

The genre-based approach to teaching emphasizes several key elements, each supported by educational research and expert insights. Contextual understanding is fundamental, highlighting the importance of considering the social, cultural, and communicative context in which a particular text or genre is used. This understanding aids in interpreting the text more comprehensively, as Martin (2009) emphasizes the significance of context in genre-based pedagogy. Holistic interpretation encourages learners to interpret texts as cohesive units, paying attention to how the different parts of the text contribute to the overall meaning and purpose rather than analyzing each sentence in isolation. This approach is supported by Hyland (2007), who stresses the importance of seeing texts as integrated wholes.

Developing genre awareness involves making learners aware of different text types or genres, their typical structures, language features, and the intentions behind their use in various contexts. This aspect is crucial for helping students recognize and use genres appropriately, as noted by Swales (1990). Functional focus entails teaching texts based on their intended social function or purpose, enabling learners to understand how different genres are used to achieve specific communicative goals. Christie and Martin (2007) argue that focusing on the social function of texts helps learners grasp the practical applications of different genres.

Finally, producing texts allows learners to create their texts within specific genres, applying their understanding of the genre's social purpose and structure. This element is supported by Feez and Joyce (1998), who highlight the importance of practical application in genre-based learning. By integrating these key elements,

the genre-based approach provides a comprehensive framework for teaching and understanding texts in their social and cultural contexts.

Overall, the Genre-Based Approach aims to enhance learners' comprehension and production skills by providing them with the tools to interpret, analyse, and create texts in a way that aligns with the social purposes and conventions of different genres within diverse contexts. This approach helps students develop a deeper understanding of how different text types are constructed and used for specific purposes, preparing them to become more proficient readers, writers, and communicators across various contexts.

So, the Genre-Based Approach is an instructional method used in language teaching and literacy education that focuses on teaching and learning specific text types or genres based on their structures, language features, and social purposes. This approach emphasizes understanding and producing texts within different genres, enabling learners to comprehend, analyze, and create texts effectively for various communicative purposes and contexts.

The genre-based approach is widely used in language education to develop students' language and literacy skills by providing them with the tools to comprehend, analyze, and produce texts effectively. It helps learners become more proficient readers, writers, and communicators by understanding the structures and conventions of different genres and applying this knowledge in creating texts for different communicative purposes and contexts.

2.3.3 The Implementation of Genre-Based Approach in Teaching Listening

It appears that the Genre-Based Approach (GBA) has been widely utilized in Indonesia, particularly within the English language curriculum, since the implementation of the 2006 curriculum. This approach focuses on teaching English skills, especially writing, through the lens of genres defined by their social purposes.

The GBA framework in Indonesia emphasizes teaching English language skills, especially reading and writing, through the exploration and understanding of different text genres based on their social purposes and linguistic structures. By focusing on genres and their functional aspects, students can learn to comprehend, analyze, and produce texts in various genres effectively.

This method aims to develop students' language proficiency by providing them with opportunities to engage with authentic texts, and understand their organizational patterns, language features, and the communicative purposes specific to each genre. The GBA encourages students to actively participate in the learning process, enabling them to apply their knowledge in producing written texts that meet specific communicative goals.

The implementation of GBA in the English language curriculum in Indonesia aligns with the goal of enhancing students' language skills and providing a framework that helps them understand and effectively use English in diverse social and communicative contexts.

According to Eggins and Slade (1997:70), genre analysis serves as an initial step in uncovering the cultural and social foundations of language usage.

Additionally, Martin (1985: 25) describes the genre as purposeful, goal-oriented activities that speakers engage in as members of a culture.

2.4 Advantages of Genre-Based Approach

The Genre-Based Approach (GBA) offers several key advantages in language learning. Hyland (2019) states that, the Genre-based Approach emphasizes explicit instruction on the structures and language features of different text types. It means it will help learners understand how language functions in diverse contexts. Because Genre-Based Approach doesn't leave language learning to chance or discovery, it will advocate for clear and direct teaching of the specific structures and language choices typical of different texts. Learners are actively shown *how* these texts are built and *why* certain language choices are made within them.

The Genre-Based Approach also fosters confidence by equipping learners with a sense of control and expertise across various text types (Hyland 2019). Hyland suggests that GBA boosts learners' confidence by providing them with the tools and understanding to master various writing styles. They gain control over the writing process and feel a sense of accomplishment as they develop expertise across multiple genres. Finally, Hyland (2019) states that Genre-Based approach often employs authentic materials, exposing learners to real-world language, thus honing the skills necessary for effective communication in various situations.

2.5 Disadvantages of Genre Based Approach

A genre-based approach in education, while beneficial in many respects, also presents several drawbacks. According to Hyland (2019), one major disadvantage is that this approach can lead to a rigid and formulaic understanding of writing. By focusing heavily on genre conventions, students may become constrained by structural norms and miss opportunities to develop a more flexible and creative writing style.

Hyland (2019) said that the Genre-Based Approach could overemphasize genre conventions, which can stifle creativity and lead to formulaic writing. Because the Genre-Based approach focuses too narrowly on specific genres, it may not prepare learners for unfamiliar writing situations. The approach may not suit all learners' styles and preferences.

Additionally, Hylland (2019) is cautious that explicit teaching of genres can be time-consuming, leaving less time for other aspects of language learning. Explicitly teaching the structures and conventions of various genres can take up a considerable amount of classroom time. This intensive focus on genre-specific instruction might leave less time for other crucial aspects of language learning

Overall, while GBA has clear advantages in helping learners understand and produce different types of texts, it's important to balance it with opportunities for creativity, flexibility, and individual expression.

2.6 Previous Studies

There are some previous studies which were conducted by some researchers to support this study, likewise:

Table 2.1: Previous Studies

Study Title	Author	Equality	Difference
Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia (2023)	Aprilza Aswani	Both studies focus on the implementation of the Genre-Based Approach (GBA) in teaching listening skills. Both involve 10th-grade students and utilize a qualitative research design with observations and interviews.	The current study specifically addresses research equality and diverse student needs, while Aprilza Aswani emphasizes the four-cycle learning model and suggests the need for engaging learning materials to maintain student interest.
The Implementation of Genre Based Approach to Teaching Narrative Listening	Setyo Prasiyanto Cahyono	Both studies examine the use of GBA to improve listening comprehension skills and employ a qualitative approach.	The current study focuses on 10th-grade students, while Cahyono's study involves third-semester university students and uses a case study methodology. Additionally, Cahyono explores narrative listening, while this study focuses on general listening skills.
The Implementation of Genre-based Approach in Teaching English at the second Year of Universitas Muhammadiyah Kalimantan Timur.	Sunarti	Both studies investigate the challenges and benefits of implementing GBA in English language teaching and use qualitative methods such as observations and interviews.	The current study emphasizes listening skills specifically, while Sunarti examines broader pedagogical practices, classroom activities, and challenges in English teaching. Sunarti also focuses on personalized attention and support for language proficiency issues.
The Effect of Genre-Based Teaching on Iranian EFL Learners Accuracy Reading Comprehension versus Their Writing Performance (2015)	Kiyan Pishkar	Both studies investigate the effect of GBA in English learning	The current study directed to get the student's response of the implementation of GBA in teaching listening while Kiyan examines the effect of GBA on accuracy reading comprehension
The Use of Genre Based Approach (GBA) to Improve	Amin Maulani	Both studies investigate the effect of GBA in English learning	The currents study focus listening skill while Amin Maulani focus on writing skills

Study Title	Author	Equality	Difference
Students' Writing Descriptive Text (2023)			
Implementing the Genre-Based Approach to Improve The Reading Comprehension Ability of Grade VIII Students of Smp Negeri 3 Salam (2015)	Dwi Rahayuningsih	Both studies investigate the effect of GBA in English learning	The object in the current study is to investigate the implementation in GBA while Dwi Rahayuningsih implemented the GBA. The focus of the current study is listening while Dwi Rahayuningsih focus on improving reading comprehension ability
The effectiveness of genre-based approaches in teaching academic writing: subject-specific versus cross-disciplinary emphases (2009)	Adelia Cartens	Both studies investigate the effect of GBA in English learning	The current study directed to get the student's response of the implementation of GBA in teaching listening while Adelia testing the effect of GBA on academic writing.
The Implementation of Genre-Based Approach In Teaching Writing at SMA Diponegoro 1 Purwokerto in the Academic Year 2019/2020 (2019)	Lia Birbiatazzahro	Both studies using qualitative study and have the same focus which is to narrate the implementation of GBA. Both involve senior high school students and teacher.	The current study focuses on the teaching listening while Lia (2019) focus on the teaching writing.
Efforts to Improve Speaking Ability of Xi Pplg 2 Using Genre Based Approach Assisted by Canva (2023)	Asyiva Kusumahati	Both involved senior hihgschool students and investigate the effect of GBA in English learning	The current study focuses on the teaching listening, while Asyiva focus on speaking ability.
Incorporating A Genre-Based Approach in Teaching Writing Exposition English Text (2023)	Vinda Arisyandi	Both involved senior hihgschool students and investigate the effect of GBA in English learning	The current study focuses on the teaching listening while Vinda (2023) focus on the teaching writing.

According to Aprilza Aswani (2023), the study investigated the effectiveness of using the Genre-Based Approach (GBA) for teaching listening. The findings

revealed that the GBA, implemented through a four-cycle learning model, was effective in enhancing students' listening skills. This approach helped students identify different text variations, vocabulary, and structures, which facilitated their listening process by providing them with essential textual and linguistic knowledge.

Then Aprilia Aswani (2023) concluded from the research indicating that the implementation of the Genre-Based Approach (GBA) using a four-cycle learning model was effective in aiding students' listening learning. This conclusion is supported by the findings from interviews conducted by researchers, which revealed that students exhibited a strong understanding of the texts provided. They were able to comprehend text variations and their structures, leading to more effective listening skills.

The application of the GBA in listening learning facilitated students' recognition of text variations, expanded their vocabulary, and improved their understanding of text structures. These aspects were considered essential for students' success in the listening process.

However, the researcher recommends further exploration of diverse learning variations within the GBA framework, considering the diverse conditions and abilities of students. Teachers are encouraged to diversify their instructional methods to accommodate different student needs effectively.

Additionally, Aprilia Aswani (2023) suggested that teachers should curate engaging and stimulating learning materials to sustain students' interest and motivation, particularly in listening learning. Creating an environment that fosters enthusiasm and engagement can significantly impact students' learning experiences.

Overall, while the GBA with a four-cycle learning model showed promise in enhancing listening learning, there is room for continued exploration and adaptation of teaching methods to cater to student's diverse needs and to maintain their motivation in the learning process, particularly in the domain of listening skills.

The study adopted a qualitative research design, focusing on exploring subjective experiences, perspectives, and behaviours rather than numerical data or statistical analysis. The participants in this study consisted of a teacher and 35 students from 10th grade in a senior high school located in Blitar, Indonesia. Among these participants, there were nine male students and six female students.

The selection of the English teacher was deliberate, as she is an experienced senior teacher who has been implementing the 2013 curriculum and utilizing genre-based English learning methods with 10th-grade students at an established high school in Blitar. Her experience and expertise in applying the curriculum and employing genre-based learning made her an ideal participant for the study.

The data collection methods employed in this study involved classroom observation and interviews. Classroom observations allowed the researcher to directly observe the teaching and learning dynamics, strategies used by the teacher, and the engagement of students during the English lessons. Interviews conducted with both the teacher and students likely provided deeper insights into their experiences, perspectives, and perceptions regarding the implementation of genre-based English learning within the 2013 curriculum.

By utilizing qualitative methods such as observations and interviews, the study aimed to capture rich, descriptive data that would offer a comprehensive understanding of how genre-based English learning was being applied within the

context of the 2013 curriculum in a 10th-grade classroom. This approach allowed the researcher to gather nuanced information about the teacher's practices, student engagement, and the overall effectiveness of the genre-based approach within this specific educational setting.

Setyo Prasiyanto Cahyono (2017) investigated the use of the Genre-Based Approach (GBA) in teaching narrative listening to increase student motivation and enhancing listening skills. The study found that the lecturer effectively implemented the GBA, which significantly boosted students' listening comprehension. This improvement was demonstrated through better performance on listening assessments and in their written responses.

Students demonstrated a commendable understanding of the schematic structure and linguistic features of narratives, showcasing their ability to follow and apply these elements effectively in their written work. This outcome indicates that the implementation of GBA not only enhanced their listening comprehension skills but also positively influenced their ability to comprehend and reproduce the structural and linguistic aspects of narratives in their writing.

Overall, the successful application of GBA in teaching narrative listening resulted in improved comprehension skills among students. Their ability to grasp and apply narrative structures and linguistic features, as reflected in their written responses, underscores the effectiveness of GBA in facilitating a deeper understanding and utilization of narrative elements.

From the description provided, it seems evident that the lecturer has effectively implemented the Genre-Based Approach (GBA) in teaching advanced listening

skills. The interview with the lecturer suggests a strong belief in the effectiveness of GBA for teaching English skills, particularly listening.

The choice of narrative as a genre for teaching advanced listening is grounded in its nature as a storytelling format aimed at captivating and entertaining audiences while presenting events that lead to a crisis and subsequent resolution. Narratives often engage listeners or readers by unfolding a series of events within a structured storyline.

The research employed a case study methodology, focusing on a specific lecturer and a cohort of 32 third-semester students enrolled in the Advanced Listening course at the English Department of the Faculty of Humanities, Universitas Dian Nuswantoro, Semarang. Data collection involved analyzing the students' narrative writings and listening answer sheets, which reflected the results of the teaching and learning process. For the study, five sets of data were purposively selected as samples to represent the outcomes.

The case study approach allowed the researcher to delve deeply into a specific context, in this instance, a particular lecturer's implementation of the Genre-Based Approach in teaching Advanced Listening to a group of students. By focusing on this specific case, the research aimed to comprehensively examine the effectiveness of the GBA implementation on students' listening comprehension skills, as evidenced by their narrative writings and listening answer sheets.

Sunarti (2019) stated that this study aimed to provide a comprehensive understanding of the pedagogical practices, classroom activities, and challenges encountered by the teacher while implementing the Genre-Based Approach in English language teaching. Additionally, they aimed to shed light on the strategies

and solutions employed to overcome any obstacles faced during the implementation process.

The research findings underscored the benefits of employing GBA in facilitating the delivery of English language materials. However, challenges related to students' language proficiency and the teacher's time management were identified. The suggested solution involves personalized attention and support for students facing difficulties, reflecting an effort to enhance their learning experiences by addressing their specific language-related challenges.

The research collected data from 10th-grade students and the teacher regarding teaching strategies, difficulties faced in teaching English based on GBA, and the challenges encountered by the students at SMAN 1 Sutojayan. The process involved collecting information through observations, interviews, and document analysis, followed by a systematic process of data reduction, display, and interpretation to draw meaningful conclusions.

The study aims to explore the implementation of the Genre-Based Approach (GBA) in teaching listening to 10th-grade students at SMAN 1 Sutojayan. While previous research has extensively covered the effectiveness of GBA in improving various language skills such as writing and reading (Kartika-Ningsih & Gunawan, 2019; González, 2021), there is a notable gap in its application specifically for listening skills. Existing studies primarily focus on GBA's impact on textual and structural understanding rather than auditory comprehension. Therefore, this study seeks to address this gap by investigating how GBA can be effectively utilized to enhance students' listening abilities, providing a comprehensive understanding of its implementation and outcomes in this context

The concept of research equality in this context pertains to ensuring that all participants, regardless of their initial proficiency levels, have equal opportunities to benefit from the GBA implementation. The study incorporates a qualitative approach, which allows for a detailed exploration of individual student experiences and outcomes. By employing observational techniques and in-depth interviews, the research aims to capture diverse student perspectives and challenges. This inclusive methodology ensures that the findings are representative of the entire student population, addressing varied needs and learning styles

The study's design, which involves meticulous scrutiny of classroom dynamics and direct immersion into the learning environment, further supports research equality. By documenting the step-by-step processes and strategies used by teachers, and analyzing the before-and-after scenarios through detailed transcriptions and audio recordings, the research provides a holistic view of the GBA's impact. This comprehensive documentation helps in understanding the specific requirements and adjustments needed to support all students effectively, ensuring equitable educational outcomes

2.7 Theoretical Framework

The theoretical framework for this study is grounded in the Genre-Based Approach (GBA), the significance of listening as a language skill, and constructivist learning theory. The Genre-Based Approach, rooted in systemic functional linguistics (SFL), emphasizes teaching language through different text genres, each serving specific social purposes (Martin, 1993; Hyland, 2007). This approach is particularly effective in educational settings as it helps students recognize and

produce various genres of texts, enhancing their understanding and use of language in diverse contexts (Derewianka, 2003). When applied to listening instruction, GBA involves exposing students to a range of spoken genres, which can improve their comprehension and analytical skills (Feez, 2002).

Listening is a foundational language acquisition skill crucial for effective communication (Brown, 2001). It involves complex cognitive processes, including decoding, understanding, interpreting, evaluating, and responding to spoken language (Vandergrift & Goh, 2012). Given these complexities, teaching strategies for listening should incorporate pre-listening, while-listening, and post-listening activities to build context, engage students, and consolidate learning (Field, 2008). This structured approach aligns well with the principles of GBA, which also emphasizes contextualized learning experiences.

The constructivist learning theory underpins the pedagogical approach of GBA. Constructivism posits that learners construct knowledge through active engagement with their environment, emphasizing the importance of contextualized, meaningful learning experiences (Vygotsky, 1978). In the context of GBA, students engage in genre-based tasks that mirror real-life language use, facilitating deeper understanding and retention of language skills (Swales, 1990). This alignment of GBA with constructivist principles supports the rationale for its implementation in teaching listening, as it fosters an interactive and student-centered learning environment.

THEORETICAL FRAMEWORK

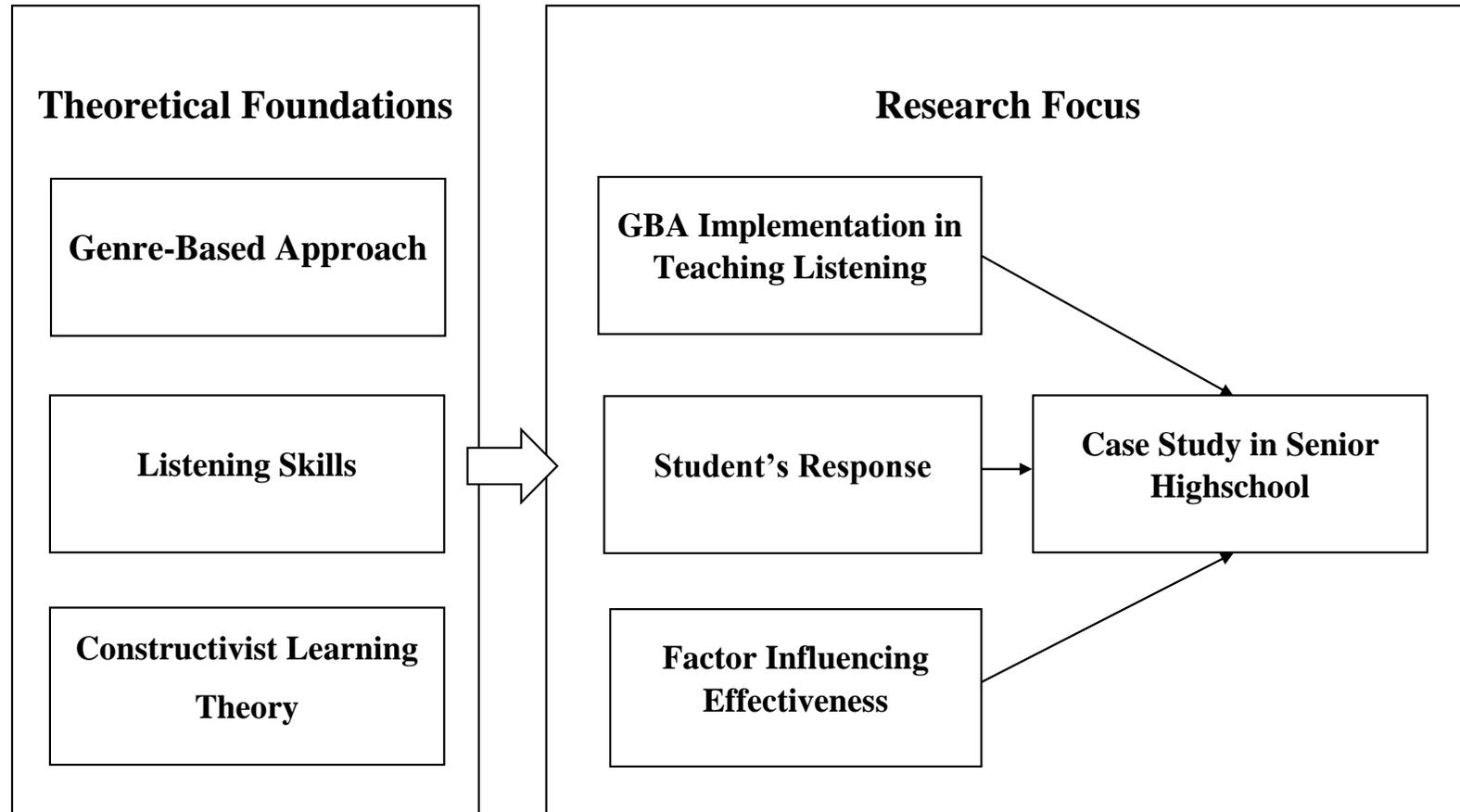


Figure 1.1. : Theoretical Framework

This diagram was made according to Robert.K Yin (2018) theoretical diagram format for a single case qualitative study.

2.8 Conceptual Framework

The conceptual framework for this study outlines the key components and their interrelationships, providing a clear structure for investigating the implementation of the Genre-Based Approach (GBA) in teaching listening at SMAN 1 Sutojayan.

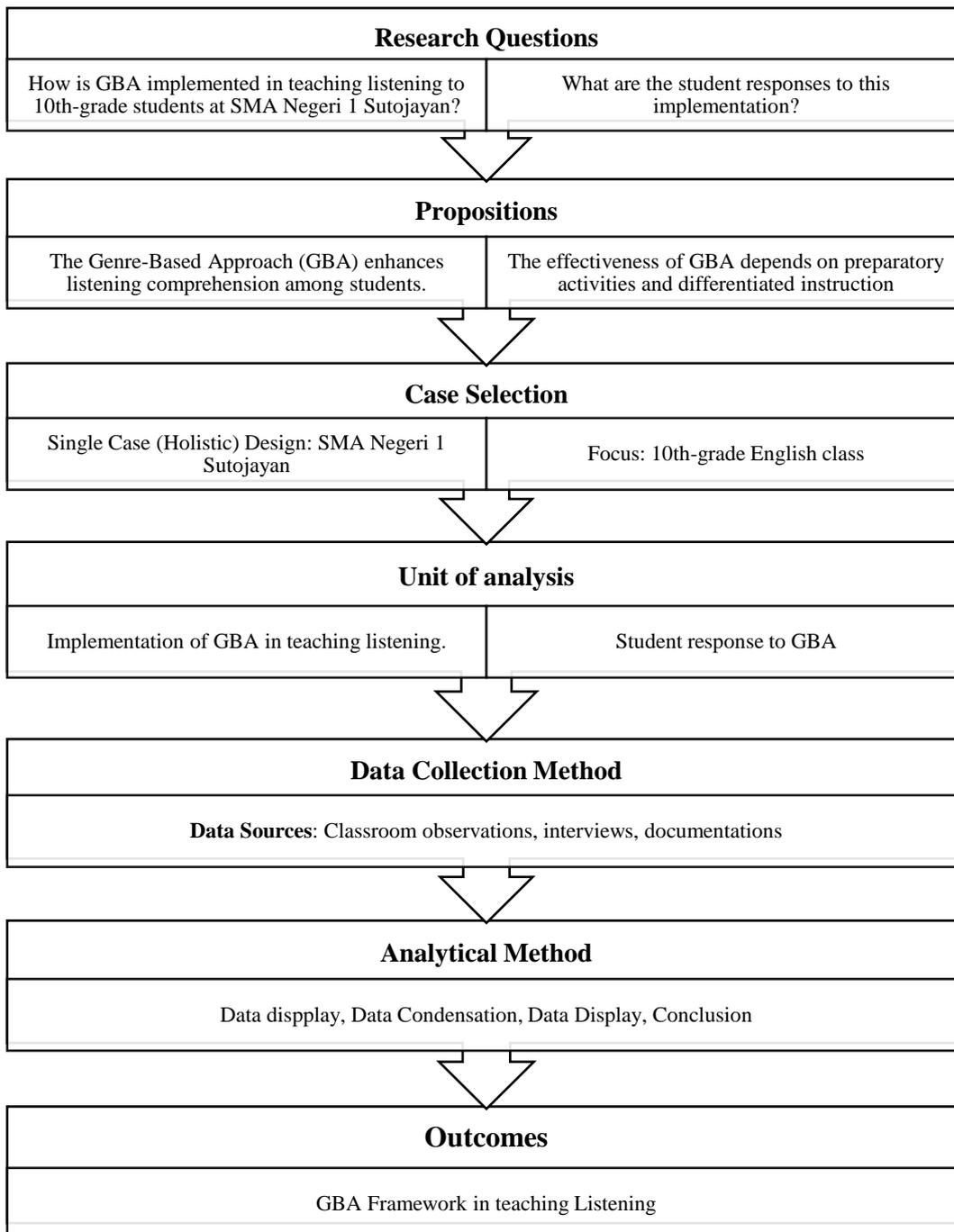


Figure 1.2. : Conceptual Framework