EMPLOYING GENRE BASED APPROACH WITH AUDIO DIALOGUE TO ENHANCE STUDENTS' SPEAKING PERFORMANCE

Rahmi[1]
Asnawi Muslem
Bukhari Daud

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

This study was aimed at investigating whether the implementation of Genre-Based Approach through Audio Dialogue can significantly enhance students' speaking performance of SMPN 2 Muara Tiga and finding out the students' responses toward the implementation of Genre Based Approach with Audio Dialogue. To achieve the purposes, the present study employed an experimental research design. The population of the study is 100 students. By employing random sampling technique, 40 students were selected to be the sample of the study, comprising 20 students in class VIII-1 as an experimental class, and 20 students in class VIII-3 as a control class. To collect the data, the instruments employed were a series of tests, namely, pre-test and post-test, and also questionnaire and questionnaires. The data obtained from both instruments were analysed by employing SPSS 23. The result of t-test showed that t_{test} (4.269) is higher than t_{table} (2.086). Employing independent samples t test, the sig. 2-tailed value (0,007) < (0.05) revealed that H_a is accepted and H_0 is rejected. Additionally, the students gave a very positive responses (90%) toward the use of Genre Based Approach with Audio Dialogue. To sum up, the implementation of Genre based Approach with audio dialogue is effective in enhancing students' speaking performance in terms of accuracy, comprehensibility, fluency and motivation. It is recommended that future related research conduct a study with integrated skills.

Keywords: *speaking performance, genre-based approach, audio dialogue*

[1] Corresponding author: Rahmiamy9288@yahoo.com

INTRODUCTION

Speaking skill takes the first priority for most Second-Language Learners (ESL) or Foreign-Language Learners (EFL) among the four language skills, namely, listening, reading, and writing (Richards, 2008). It is because people tend to interact verbally with each other, such as teachers beginning a lesson by explaining a subject matter, and then students ask difficult things during learning processes. This kind of common activity in a classroom is often done orally.

However, those ESL and EFL learners find it hard to speak English, because they do not use English as part of their life. They tend to use their mother tongue in day to day life. It is in line with Ur (1996) that students prefer using their mother tongue to English. On the contrary, language needs practice/drilling (Paul, 2003). It has to be practiced in any occasion. Because of the lack of using English, other factors that make speaking hard to do may grow larger. For example, Cordeiro (2010) as cited in Al Hosni (2015) found that his students get embarrassed when speaking. They may be afraid of making mistakes and being laughed by their friends. Additionally, Stein (2010) found that students would be afraid of making mistakes because they were not accustomed to communicating in English. Perhaps, among them there are some introverts who are being shy to speak because communicative students will dominate the speaking time (Bauso, 2010, as cited in Al Hosni, 2015).

As a result, the introverts will keep silent because they do not know what they should talk about or because all of their ideas have been conveyed by the communicative one. In this case, they do not get a chance to speak even if they want to. Therefore, a teacher should find an appropriate teaching technique to stimulate students to use English. This technique will create an atmosphere where students begin to speak. However, students will not try to speak unless they have much vocabulary and know how to pronounce it. Hence, a teacher should develop the materials that can enrich students' vocabulary, grammar, and phonology (Integrate Ireland Language and Training, 2004).

Teaching English to adolescent learners will give a teacher meaningful challenge. Not only materials but also activities should be specifically designed for them to meet their needs and wants. The activities may involve five significant aspects of adolescence development. They are intellectual, social, physical, emotional, and

moral aspect (The National Middle School Association, 1995, as cited in Hampshire Educational Collaborative, 2005).

Based on the consideration above, Genre Based Approach with audio dialogue may become one alternative way in teaching speaking. Genre Based Approach is a teaching approach which is beneficial to guide learners to comprehend targetted genres consciously and how language is employed contextually (Hyland, 2004; Luu, 2011; Rahman, 2011). Meanwhile, Rouse (2005) defined audio dialogue as an audio file of recorded conversation between two or more people sharing their ideas concerning many features of language within a context.

By listening to audio while reading a text, a teacher can turn on a movie in students' mind (Lesesne, as cited in Wagar, 2016). Even more, through audio dialogue, students would be able to find much new vocabulary and how to read it in a good pronunciation. The more often students listen to and read an English text, the easier they recognize grammatical structures of English sentences. In addition, students can string up words into sentences with correct grammars and produce them in the right way.

Considering the aforementioned explanation, the aims of this research are to see if the use of Genre Based Approach through audio dialogue will make the students easy to speak English and to find out the students' responses toward this method.

LITERATURE REVIEW

The Nature of Speaking

Many experts give definition regarding speaking. The first definition is proposed by Brown (2001, p. 267). He argued that speaking is students' capacity to produce language orally and proficiently. He then elaborated that the success of people's language acquisition is established by their capacity to use language contextually. Effective oral communication could be enhanced by employing language in communicating properly involving verbal communication and several elements of speech like pitch, stress, and intonation (Richards & Renandya, 2002). In addition, gestures, body language, and expressions are totally needed in case of transferring messages directly (Richards & Renandya, 2002). Brown (2007) then added that the role of social context in doing interaction is quite important in case of gaining particular information from the interlocutor through her body language, gestures, eye contact, physical distance and other nonverbal messages.

Secondly, Brown and Yule in Nunan (1989) gave a definition of spoken language. They differentiated spoken language from the written one. Spoken language means pronouncing short and small unit of utterance, while written language means some units of sentence which are cohesive and coherent, and then are established into a writing.

From some definition above, it could be concluded that speaking skill always regards with communication. Speaking skill can be stated as a skill to employ language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Genre-Based Approach

Hyon (1996) firstly described Genre Based Approach as a teaching approach focusing on the relationship between texts and their context. This approach aims at helping students to participate in their academic and professional environment and also the whole community effectively (Hammond & Derewianka, 2001).

According to Derewianka (2003) and Sy-ying (2003), the concept of Genre based Approach gives the greatest impact on students' language teaching and education. Regarding this, Rodgers (2001) as cited in Derewianka (2003) identified that Genre based Approach is a nowaday's trending topic in this digital era, involving the analysis of discourse, and genre, schema theory, pragmatics and systemic functional linguistics bringing people's interest to apply functionally based approaches in teaching language.

Genre based approach is defined as an approach to teaching language and literacy incorporating the mastery of the notion of genre, and the teaching of genres, into educational programs (Derewianka, 2003; Hyland, 2007; Ahn, 2012). In addition, based on Yanghee and Jiyoung's (2005) opinion, genre based approach is a language instruction framework with regard to literacy teaching. Genre based approach could be defined as an approach involving explicit teaching of how language works to make meaning (Cope & Kalantzis, 1993). This means that engaging students to take role as an apprentice with the instructor and an expert in language (system and function). In addition, genre based approach is a teaching approach aiming at guiding students to comprehend target genres and the strategies of using language in context consciuosly (Hyland, 2004; Luu, 2011).

The process of Teaching and Learning through Genre Approach

Firkins, Forey, and Sengupta (2007) exposed the way of implementing genre based approach in detail and comprehensibly. They use the term 'cyclic strategic' to give meaning and elaborate the phases of GBA implementation, namely, a) modeling a text, b) joint construction of a text, and c) independent construction of a text. They further explain that each stage owns some practical steps to follow systematically.

1) Modeling a text

In modeling a text, the four practical steps which must be applied during the teaching and learning process are: (Firkins, et al. 2007).
   a. A teacher selects a particular type of text to expand classroom activities. Thus, type of genre should suit the students' needs.
   b. A teacher and students discuss the text genre concerning its schematic structure and its linguistic features.
   c. Students are guided and situated to find out and comprehend the text's function and communicative purpose. For example, they comprehend the genre of descriptive speaking, its social function and communicative purpose.
   d. Students learn the vocabulary usages of descriptive text, and its grammatical or structural patterns. Further the students practice a descriptive speaking.

2) Joint Construction

In joint construction stage, learners begin to do things more practical and operational concerning speaking (Firkins, et al. 2007). However, their work is not a typicality of speaking since they modify and manipulate the text administered. Students are still directed and assisted before they have great capacity concerning a particular genre learnt. The three practical steps based on Firkins et al. (2007) on how the joint construction phase is expanded and applied are:
   a. Students recreate a particular genre administered. Thus, students could edit and paraphrase the word usages, the grammatical patterns, and textual devices by their own words if it is needed.
   b. A teacher directs students continuously to discuss and instruct learners to truly remember/recall continuously. In this caset they totally comprehend the genre type administered very well.
   c. Both A teacher and students do a review regarding modeling phase and joint construction phase.

3) Independent Construction of a Text

After having mastered stage one and stage two, students are instructed to speak a particular type of genre (Firkins et al., 2007). Based on what they have learned previously, students speak concerning a particular type of genre independently. Thus, A teacher has to be convinced that each student comprehend the features of a particular genre in terms of its communicative purpose, structure element of the text, grammatical patterns usage, relevant vocabulary usage, and textual devices (Firkins et al., 2007).

Descriptive Text

Descriptive text is defined as a kind of text which has a purpose to inform information (Emilia & Christie, 2013). It is employed to describe a certain thing, animal, person, and so on, for example, describing a pet or a person (Gerot & Wignell, 1994). The readers' five senses such as sight, hearing, touch, smell and taste are involved in descriptive speaking (Oshima & Hogue, 1997, p. 50, as cited in Utami, 2014, p. 29). Additionally, a good description is just like a "word image". It means that the meaning of an object, a place, or a person can be imagined by a reader in his or her mind. Additionally, description is regarding sensory perception consisting of how something looks, sounds, tastes (Kane, 2005). However, visual perception is dominantly used in description. It is also about other kinds of perception. The social function of descriptive text is describing person, place, or a thing by using visual perception (Knapp & Watskin, 2005). It could also be employed to describe the people's physical appearance (Gerot & Wignell, 1994).

Audio Dialogue

Rouse (2005) defined audio as the available sound that can be heard by humans within acoustic range. An audio file is a recorded sound which can be replayed. Sound is a series of naturally <u>analog</u> signals converting to <u>digital</u> signals by using an analog-to-digital converter (<u>ADC</u>) (Smaldino, James & Deborah, 2011). When sound is played, digital signals are sent to speakers where they are transferred to analog signals that generate various sound.

Audio files are usually <u>compressed</u> for storage or faster transmission. Audio files could be transferred in short independent segments, for instance, as files in the <u>Wave file</u> format (Anderson, as cited in Gerlach & Ely, 1997). Anderson then elaborated that in order to accept sounds in real-time for a multimedia effect, listening to music, or

in order to participate in an audio or video conference, sound should be transferred as a <u>streaming sound</u> (as cited in Gerlach & Ely, 1971). More advanced audio cards back up <u>wavetable</u>, or precaptured tables of sound. The most well-known audio file format today is MP3 (MPEG-1 Audio Layer-3).

Dialogue is conversation between two or more people to share ideas or point of view which contains many features of language and intent for learning at each other (Gonzalves, 2003). Referring to both explanations we defined audio dialogue as an audio file of recorded conversation between two people sharing their ideas concerning many features of language within a context.

RESEARCH METHODOLOGY

Research Participants

The study involved 40 students of SMPN 2 Muara Tiga in the academic year of 2018/2019, consisting of 20 students in experimental class and 20 students in control class. Those participants were selected randomly.

Research Instrument

The data of the present study were obtained from students' pre test and post test and their responses toward the questionnaire. The two instruments are described below:

Test

In the present study, speaking tests were done orally. The very first test was pre-test. In more detail, in the pre-test, the students were given a picture of an actress/actor to be described orally in terms of his/her physical appearance and trait. In doing description, the students were given time about two minutes. The results of their description were recorded. The researcher replayed the recorded description to examine students' speaking performance in terms of accuracy, comprehensibility, and fluency. In addition, the ways of conducting the post-test were the same as the pre-test.

Questionnaire

The questionnaire in the present study was modified from Cunningham (2000). Originally, Cunningham made 37 items in the questionnaire but the researcher modified 15 items with four points

Likert scale instead of five, i.e *strongly agree, agree, disagree and strongly disagree*. The questionnaire is close ended. Each criterion is in the form of numbers and the students gave the check (√) in each criterion. The choices represent the degree of agreement each student had on the given statements.

Technique of Data collection

The data in the present study were collected through pre test and post test, and also questionnaire. Either pre test or post test in the present study was conducted in the oral form. In more detail, the students in the experimental class were given a picture of a famous person and then asked to describe his/her physical appearance and trait in about two minutes. This was also the same as the control class. Each student's performance was recorded to be scored by using the scoring rubric adapted from Heaton (1998), namely, accuracy (40%), comprehensibility (30%), and fluency (30%).

Regarding questionnaire, the type of the questionnaire used was the close ended questions in which the respondents were presented with four options to select (Dörnyei, 2009, p. 26).

Technique of data analysis

The data obtained from speaking test and close ended questionnaire were analyzed in statistical descriptive way by using percentage formula. The results of this descriptive statistics were tabulated in table and then analyzed descriptively.

RESULTS AND DISCUSSIONS

Table 1. Descriptive Statistic of the Pre-test and Post-test in the Experimental Class

	Pre-test	Post-test
N	20	20
Minimum	39	46
Maximum	74	91
Mean	52.85	70.5
Std. Deviation	8.6023	13.228

The Table 1 reveals that for the pre test the lowest score was 39, while the highest score was 74. On the other hand, in the post test, the lowest score was 46, while the highest score was 91. To be concluded,

there was a significant difference of pre test result and post test result in the experimental class. Moreover, the mean of pre test was 52.85, while the mean of post test was 70.5. It hereby certifies that there was a significant improvement of students' speaking skill in the experimental class.

At last, regarding the standard deviation, the aforementioned table certifies that the standard deviation of pre test was 8.6023, meanwhile the standard deviation of post test was 13.228. In conclusion, there was a significant improvement of students' speaking performance.

Table 2. Descriptive Statistic of Pre-test and Post-test in the Control Class

	Pre-test	Post-test
N	20	20
Minimum	38	47
Maximum	66	76
Mean	54.2	65.9
Std. Deviation	8.426	11.167

The Table 2 certifies that for the pre test the lowest score was 38, while the highest score was 66. On the other hand, in the post test, the lowest score was 47, while the highest score was 76. To be concluded, there was a significant difference of pre test result and post test result in the control class. Furthermore, the mean of pre test was 54.2, while the mean of post test was 65.9. It hereby certifies that there was a significant improvement of students' speaking skill in the control class.

At last, regarding the standard deviation, the aforementioned table certifies that the standard deviation of pre test was 8.426, meanwhile the standard deviation of post test was 11.167. In conclusion, there was a significant improvement of students' speaking skill before and after being taught through the use of Genre based Approach with audio dilaogue.

The Impact of Genra Based Approach (GBA) with Audio Dialogue Toward Students' Speaking Performance

Table 3. Independent t test Result of Pretest Scores

	t-test for Equality of Means					
	T_{test}	T_{table}	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Experimental and Control Group Pretest scores	-4.269	2.086	38	,061	-6.544	2.858

The aforementioned Table 3 could be concluded as follows:

- *H0 : There is no significant difference in achievement between the students who are taught by using Genre based Approach with audio dialogue and those who are taught by using conventional method.*

Referring to the Sig. (2-tailed) value, if it is equal to or lower than 0.05, the mean scores of the students' speaking performance between the experimental and control group are significantly different. Otherwise, if the value is greater than 0.05, the two groups are not significantly different. As shown in the table, the t_{test} that was obtained in the pre-test both experimental and control classe sessions is -4.269 which is lower than t_{table} that is 2.086 (-4.269 < 2.086). In other words, H_o is accepted and H_a is rejected.

In Table 3, the sig. (2-tailed) value 0.061 > 0.05 proves that there was no significant difference between the pretest scores of the experimental group and the control group. In other words, H_o is accepted and H_a is rejected. It means that the two groups had homogenous speaking performance before the treatment was conducted. In order to gain plausible answers to the questions, the scores of the experimental and control groups on the posttest had to be compared. The statistical analysis procedure of the posttest scores of the experimental and control groups are presented in Table 4.

Table 4. Independent t Test Result of Post Tests

	t-test for Equality of Means					
	T_{test}	T_{table}	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Experimental and Control Group Post-test scores	4.0	2.086	38	,003	-7.348	3.075

According to Table 4 about the statistical summary of post test both the experimental and control classes, it can be concluded:

- *Ha : There is a significant difference in achievement between the students who are taught by using Genre based Approach with audio dialogue and those who are taught by using conventional method.*

As shown in Table 4, the t_{test} that was obtained in the post-test is 4.0. It is higher than t_{table} that is 2.086 (4.0 > 2.086). In other words, H_o is rejected and H_a is accepted.

Referring to the Sig. (2-tailed) value in Table 4, if the value is equal to or less than 0.05, there is a significant difference in the mean scores between the experimental and control groups. On the other hand, if the value is above 0.05, there is no significant difference between the two groups. The sig. (2-tailed) value 0.003 < 0.05 confirms that there was a significant difference between the posttest scores of both groups. Thus the implementation of Genre based Approach with audio dialogue gave positive impact on students' speaking performance.

Subsequently, the null hypothesis which stated that there is no significant difference in speaking performance between students who are taught through the use of Genre based Approach with audio dialogue is *H0 rejected and Ha is accepted*. It could be concluded that students who were taught through Genre based Approach with audio dialogue had better speaking performance than those who were taught through conventional method.

Students' Responses toward the Implementation of GBA with Audio Dialogue

To show the differences of percentage obviously among the students' responses towards the use of Genre based Approach with audio

dialogue in teaching speaking skill, the result of questionnaire is represented in a bar chart. The following chart shows the frequent choice of each item of the questions in the questionnaire.
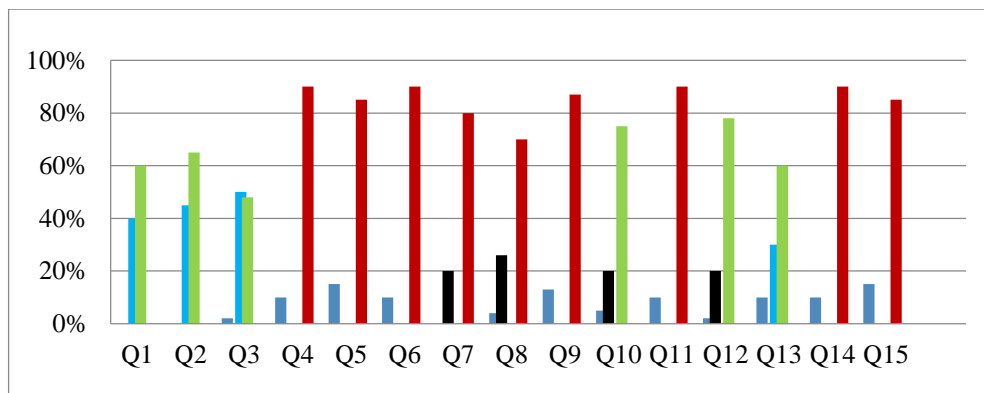
Chart 1. Students' Responses Toward the Employment of Genre Based

Approach with Audio Dialogue in Teaching Speaking Skill

The Chart 1 reveals that the students showed their positive attitude toward the use of Genre based Approach with audio dialogue in teaching speaking skill. For the first to fourth questions (1-4), it is shown that the majority of the students felt motivated in speaking class, with almost half (40%) of the students agreed and 60% of students strongly agreed. 65% of the students strongly agreed and 45% of students agreed on it. As many as 48% of the students strongly agreed and half them (50%) agreed that Genre based Approach with audio dialogue is a motivating teaching approach and media. Only 2% students stated that they disagreed about it. Moreover, 10% of students strongly agreed and almost 90% of students agreed that they were comfortable to learn speaking by using Genre based Approach with audio dialogue. Meanwhile, nobody selected disagree and strongly disagree items.

The questions 5 and 6 contain students' opinion in gaining and comprehending the learning material through Genre based Approach with audio dialogue. The chart shows that 32% of the students strongly agreed and 85% agreed that Genre based Approach with audio dialogue encouraged them to present more ideas while speaking.While there are 15% of students agreed about it and nobody strongly disagreed and disagreed with this question. Futhermore, 10% of the students strongly

agreed and the majority of them (90%) agreed that the Genre based Approach with audio dialogue assisted them to master the learning material easily. Whereas, nobody disagreed and strongly disagree about it.

Moreover, questions 7 to 12 reveal that the students' responses regarding the use of Genre based Approach with audio dialogue to develop their speaking aspects were totally positive. Suprisingly, the majority of the students (80%) strongly agreed and 20% agreed that they were capable of uttering English better through the implementation of Genre based Approach with audio dialogue. In addition, there were 10% of the students who strongly agreed and 90% agreed that the implementation of Genre based Approach with audio dialogue could improve their speaking skill. There was 20% of the students who strongly agreed and 80% agreed that Genre based Approach with audio dialogue promoted their speaking accuracy. In addition, 26% of the students strongly agreed and more than half of the students (70%) agreed that their grammatical pattern mastery became better after learning through Genre based Approach with audio dialogue. Only 4% students disagreed about it. Additionally, 20% of the students strongly agreed, and 75% of the students agreed that the use of GBA with audio could promote their speaking performance. Only 5% of students disageed about it. With regard to the role of Genre based Approach with audio dialogue in improving students' grammatical pattern mastery, 10% of the students strongly agreed and 90% of the students agreed about it. Meanwhile, nobody disagreed and strongly disagreed with this item.

The three last questions, namely, question 13 to 15 showed students' responses towards the benefits of Genre based Approach with audio dialogue implementation to their learning. 3 students (20%) strongly agreed and 78% (16 students) student agreed about it. Only 2% (one student) students disagreed about it. In addition, no student strongly disagreed that Genre based Approach with audio dialogue implementation gave positive impact on interactive learning and learning in community. The students were amused to study in groups in which they shared knowledge and solved the problems each other. Additionally, 60% of the students strongly agreed and 30% of students agreed that they were more confident to speak English after doing the learning process through Genre based Approach with audio dialogue. Only 10% student disagreed about it. Then the majority of students (90%) agreed that the use of GBA with audio dialogue stimulated them

to learn speaking skill. Nobody responded disagree and strongly disagree about it.

Finally, the aforementioned chart reveals that through Genre based Approach with audio dialogue, students could express their ideas well and could communicate in English based on the topic given. In more detail, 15% of the students responded strongly agreed, 85% responded agreed, and nobody responded disagree.

Furthermore, each degree of Likert scale has its own score, namely, Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). It aims at calculating the data statistically by using the Likert scale as presented in the following table:

Table 5. Percentage of Questionnaires' Result

Likert scale	Score	Frequency	Total Score	Percentage
Strongly Agree	4	111	444	5.5%
Agree	3	249	747	94.3%
Disagree	2	5	10	0.2%
Strongly Disagree	1	0	0	0.4%
	Total	365	1201	100%

Table 5 reveals the result of the questionnaire for each scale. Based on the table, the percentage of the strongly agree scale was 5.5%, the percentage of agree scale was 94.3% (in this case getting high percentage). Meanwhile, 0.2% of students selecetd disagree option and 0.4% of students chose strongly disagree option for all questions on the questionnaire sheet.

Discussion

Effectiveness of Genre based Approach with Audio Dialogue

The students' achievement could be identified from the result of the tests. The result proved that the alternative hypothesis (H_a) was accepted. It means that there was a significant difference in speaking performance between students who were taught by using Genre based Approach with audio dialogue and those who were taught by using conventional method. The significant difference could be seen from the t-test result showing the students' speaking progress in the pre-test and post-test session.

In the pre-test session, the finding showed that t_{test} was lower than t_{table}. In more detail, the result of t-test was -4.269 < the t-table 2.086.

Thus, it could be stated that H_o was accepted. It means that there was no significant difference of students' speaking achievement between the experimental and control classes. In the other words, the students' speaking capacity for both classes before the treatment was homogenous.

After examining the pre-test result, the researcher found that the students could not speak accurately even though they have a great number of vocabularies storage. Even they could not produce an acceptable pattern of sentences. For example, they said *she has skin brown, I to love my mother* and so on and so forth. In conclusion, they could not apply good sentence and grammatical pattern. In addition, the students also could not comprehend what they spoke well. During speaking, a learner said *my father is working hard people.* The teacher asked what the sentence means. He just kept silent. This reflects students' incompetence in content comprehensibility. Additionally, students were not good at producing language in an acceptable speed (rate). Students spoke slowly, a word at a time, made frequent mistakes, and spoke in a monotone.

However, the result of post test reveals that the t-test was higher than the t-table. The result of t-test was 4.269, while the t-table value was 2.086. In other words, it could be stated that the t-test score was (4.269) > t-table (2.086). In conclusion, there was a significant difference of students' speaking performance after being taught by using Genre based Approach with audio dialogue. In other words, it could be stated that the use of Genre based Approach with audio dialogue is effective in enhancing students' speaking performance. Regarding this, Juanda and Pujiati (2018) argued that Genre based Approach is effective to develop students' speaking skill. It is particularly effective to use in teaching descriptive text and the improvement of students is seen from the social function, text organization and linguistic features of the text. In addition, Suprijadi and Masitoh (2015) stated that Genre based Approach is suitable and appropriate to use particularly in enhancing students' descriptive speaking. They suggested that the use of Genre based Approach should be expanded to various levels of educational setting.

In more detail, after learning through Genre based Approach with audio dialogue, students could speak English accurately, comprehend what they speak, and speak English fluently. This reflects the researcher's succes in employing Genre based Approach with audio dialogue. It could be concluded that the use of Genre based Approach with audio dialogue could effectively enhance students' speaking performance.

Students' Responses toward the Implementation of Genre Based Approach with Audio Dialogue in Teaching Speaking Skill

The findings of the questionnaire have answered the second research question. The results of questionnaire show that the students had positive attitude toward the use Genre based Approach with audio dialogue. In the first part of the questionnaire, the results of questions number 1 to 4 deal with students' motivation. The majority of students stated that they were motivated, interested, amused, and delightful to study English through Genre based Approach with audio dialogue. Learning English through the combination of approach and media is quite enjoyable. In conclusion, it could be stated that students' responses toward the application of Genre based Approach with audio dialogue is quite positive. The result of present study was confirmed by Cahyono (2017) that Genre based Approach is a good approach to motivate students to learn.

The second part of the questionaire refers to how students understand the learning material through the use of Genre based Approach with audio dialogue. The result indicates that the majority of students argued that they could comprehend the learning material easily after doing learning process through the use of Genre based Approach with audio dialogue. In addition, they also gained more ideas to express. In this case, they could be active in doing speaking activity. It could be concluded that the use of Genre based Approach with audio dialogue is so helpful for students in terms of mastering the leraning materials and gaining a lot of ideas to express when speaking performance takes place.

The next part of the questionnaire refers to some benefits of Genre based Approach with audio dialogue in teaching speaking skill. The result of study reveals that the use of Genre based Approach with audio dialogue could totally promote students' speaking performance in terms of accuracy, comprehensibility, and fluency. In addition, the use of Genre based Approach with audio dialogue could motivate students to learn English enthusiastically. This is true since in the questionnaire result, the majority of students agreed that the use of Genre based Approach with audio dialogue could enhance their speaking performance and motivate them to learn English.

The last part of questionnaire was about the students' interest to learn speaking skill through the use of Genre based Approach with audio dialogue. The majority of students responded that they were interested to learn speaking skill through audio file and its printed transcript. They stated that through audio, they found new vocabularies and knew how to

pronounce some particular words correctly. Regarding this, Montgomery (2009, as cited in Andhiana, 2015) stated that listening to recorded conversation will increase students' enjoyment rather than the stress and improve their fluency and comprehension. In addition, through audio and printed transcript, it makes the printed transcript as if it is alive (Andhiana, 2015).

CONCLUSION

Regarding the research questions in this study, two conclusions could be drawn, namely:

Firstly, the use of Genre-Based Approach through audio dialogue in this study gave some significant influences on students' speaking performance. This method improves their speaking skills in terms of their accuracy, fluency, and comprehensibility. It was proven by their scores in each test. The result was obtained through comparing the means scores before and during the treatment which were 52.85and 70.5 in doing dialogue test. On top of that, by using t- test, it was found out that the t-test score (4.269) > t-table value (2.086) and it means that the difference was significant.

Secondly, the students' attitudes toward the implementation of Genre based Approach with audio dialogue were obtained through questionnaire. The study showed that most students were motivated in learning when they got audio and printed transcript because they were encouraged to speak through discussing and sharing the dialogue which they listened to and read before. However, eventhough some of them felt less motivated, their speaking skills also improved. It was supported by the students' scores in speaking tests. At first, they looked uninterested when they had to read and listen. However, when it came to discuss the dialogue and listen to the audio more, they became enthusiastic. They began to understand what it was about. Up to this point, the students got some advantages from audio and printed transcript. (1) The students got much vocabulary; (2) they got the authentic example of the use and the organization of the words in sentences; (3) they could recall the pronunciation of the words; and (4) the class became more pleasant.

Suggestions

On the basis of the findings, the discussions, and the conclusions that have been presented in this paper, there are some suggestions for

further research in terms of using Genre based Approach with audio dialogue in teaching English.

Firstly, since this study only concerned with students' speaking skills, it is suggested for the further research to conduct a study with integrated skills. Audio and printed transcript can be a pleasant accompaniment in stimulating the four language skills (listening, speaking, reading, and writing).

Secondly, because this study used quasi-experimental with time series design, the samples and the time are limited. Therefore, the outcome of this study cannot be generalized. For further research, it is suggested to take bigger number of samples and to conduct it for longer time, so that more accurate data and interpretation can be obtained. Furthermore, the use of observation and interview could be employed to support and get credible findings.

Thirdly, for a teacher who wants to use the Genre based Approach with audio dialogue as the strategy in teaching English, it is recommended to have them frequently. It aims to make them accustomed to listening and speaking activity. The more students listen to audio and read the printed transcript, the more they will be stimulated to speak English.

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