

THE USE OF GENRE-BASED APPROACH (GBA) IN TEACHING READING COMPREHENSION IN TERMS OF SKIMMING

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Abstract

Some Indonesian students are found that they have low reading skills. This difficulty causes them in boredom and less motivation to learn English. This research aimed to know the use of genre-based approach (GBA) in teaching reading in terms of skimming at the eighth grade students of SMP Negeri 1 Sibulue. The researcher applied classroom action research. It had two cycles that consisted of planning, action, observation, and reflection phase. The researcher found that GBA is a good approach to increase the students' reading comprehension. Students' activeness in teaching and learning process improved significantly through the use of GBA. The researcher concluded that GBA was able and significant in increasing the students' reading comprehension.

Keywords: Genre-Based Approach (GBA), students' reading comprehension

Introduction

Reading is one of the important skills in learning English. It is one of ways to get information from scientific books, advertisement, and instruction of things in written form. Students can improve their knowledge in fields of science and support them reaching their goals of studying through reading as well.

Some Indonesian students are found that they have low reading skills. This difficulty causes them in boredom and less motivation to learn English. The use of the only textbook as teaching material is the reason. In addition, students are merely given the textbook and asked to read by the teacher.

Based on the researcher's observation result at SMP Negeri 1 Sibulue especially the eighth grade in anomalous semester of school in academic year 2020-2021, the mean score of the students' reading comprehension is poor. It is 4,8 while the successful minimal criteria (SCM) is 6,5. Various materials are expected to help students to enhance their motivation in learning English.

The use of genre-based approach (GBA) in teaching reading comprehension in terms of skimming can improve students' ability on reading achievement. Genre-based approach or text-based learning is a learning orienting to students' ability in arranging texts. This method of learning is based on text modeling and analysis of text's features. It focuses on

the relationship between the text and context of its use. The design of learning units directs students to be able to comprehend and produce both oral and written texts in various contexts. Therefore, students need to understand the social function, structure, and linguistic features of a text.

Emilia (2011) mentioned some key principles in genre-based approach or text-based learning. They are emphasizing the importance of developing students' awareness that each text is a unique creation of a unique author as well as relative to a particular group of people and particular context (Hyland, 2002); considering learning language as a social activity expecting that students learn languages, students learn through language, and students learn about languages (Feez & Joyce, 1998); and emphasizing that learning will work more effectively if the teacher explicitly explains the competencies expected to be mastered by the students after the learning process (Feez and Joyce, 1998).

The study conducted by Ahmad Fanani (2018) found that the teacher had fully implemented GBA in teaching writing. Furthermore, the study conducted by Sarwati (2012) and Hapsari (2017) showed the use of teachers' GBA in teaching speaking, while in this study the researcher focused on whether the use of GBA was able to increase students' reading ability in terms of skimming.

The result of study is expected to be a useful information and reference for the English learners in general, for the English teacher in particular and also it is hoped to provide a new insight in increasing English reading ability.

Method

This research applied classroom action research. It was divided into two cycles that consisted of four phases, including planning, action, observation, and reflection.

In cycle I the researcher made a lesson plan, teaching material suitable with the method, and observation sheet in planning phase. In addition, the students made logical predictions about what happened in the text and read to a place in it that made a logical stop point in action phase. After discussion about their predictions, they made new predictions based on references in the text to defend their hypotheses. The process was repeated until they completed the text. Next, the researcher checked the discussion to ensure that they did it effectively and participated actively in it. In the end of cycle the researcher evaluated them. In the second, third, and fourth meetings, the action was same as in the first but only the teaching material was different. The researcher observed them by making note about students' activities in every

meeting, identified all problem from arranged observation paper, and gave chance to suggest. In the last phases the researcher did reflection. Cycle II was conducted after cycle I.

The research subject was the eight grade students in 2020-2021 academic years. The class consisted of 24 students with 11 men and 13 women. It was conducted in SMP Negeri 1 Sibulue. Observation sheet and multiple choice text were the instruments of study. The technique of data collection used in this research was checklist observation and essay test. The data were analyzed through converting students' score, calculating students' mean score of reading comprehension test, and the percentage of students' activity in learning process. The researcher classifies the score of students by using Layman's score classification (1972).

Results

The application of Genre based approach (GBA) in improving the students' Reading Comprehension deals with Specific Information (SI), Sequence Event or Idea (SEI) and Following Instruction (FI). This improvement could be seen clearly in the following table:

Table 1. The percentage of the students' knowledge on specific information

No	Classification	Range	Non RW		The Application of RW			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	91 – 100	0	0	0	0	0	0
2	Very good	81 – 90	0	0	0	0	6	24
3	Good	71 – 80	0	0	5	20	18	72
4	Fairly good	61 – 70	3	12	14	56	1	4
5	Fair	51 – 60	9	36	6	24	0	0
6	Poor	41 – 50	11	44	0	0	0	0
7	Very poor	0 – 40	2	8	0	0	0	0
Total			25	100	25	100	25	100

To know The percentage of the students' achievement on Specific Information in reading clearly, following chart was presented:

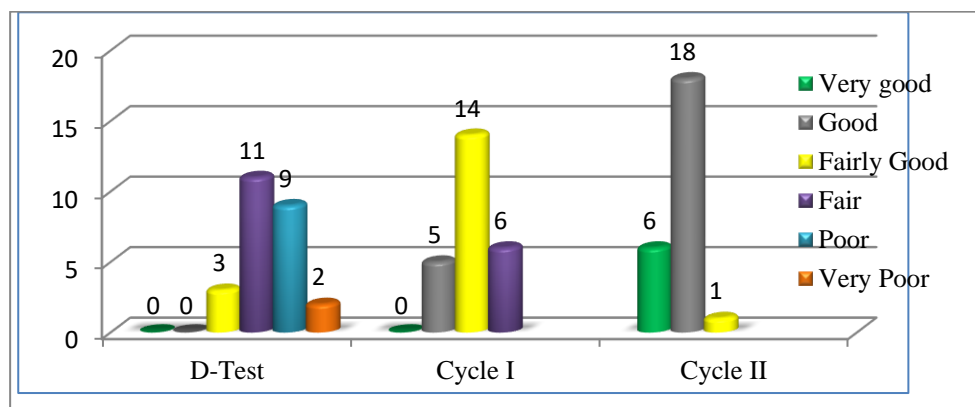


Chart 1. The percentage of the students' knowledge on specific information in reading

Table 2. The percentage of the students' knowledge on sequence event or idea

No	Classification	Range	Non RW		The Application of RW			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	91 – 100	0	0	0	0	0	0
2	Very good	81 – 90	0	0	0	0	0	0
3	Good	71 – 80	0	0	0	0	17	68
4	Fairly good	61 – 70	0	0	9	36	8	32
5	Fair	51 – 60	4	16	14	56	0	0
6	Poor	41 – 50	19	76	2	8	0	0
7	Very poor	0 – 40	2	8	0	0	0	0
Total			25	100	25	100	25	100

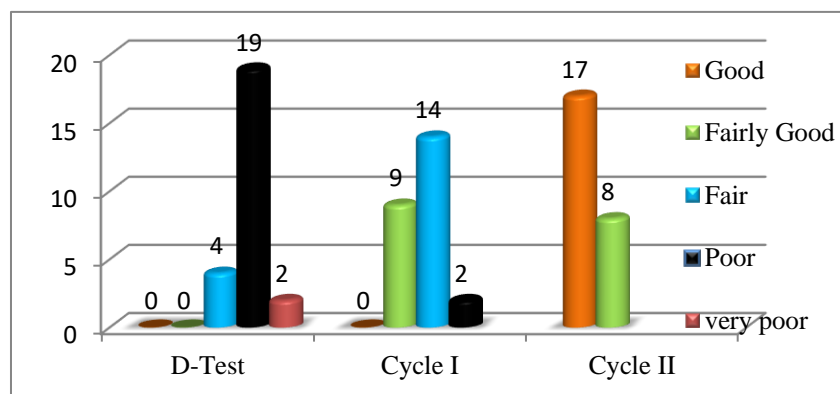


Chart 2. The percentage of the students' knowledge on specific information

Table 3. The Percentage of the Students' Knowledge on Following Instruction in Reading

No	Classification	Range	Non RW		The Application of RW			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	91 – 100	0	0	0	0	0	0
2	Very good	81 – 90	0	0	0	0	6	24

3	Good	71 – 80	0	0	0	0	14	56
4	Fairly good	61 – 70	0	0	3	12	11	44
5	Fair	51 – 60	2	8	19	76	0	0
6	Poor	41 – 50	20	80	3	12	0	0
7	Very poor	0 – 40	3	12	0	0	0	0
Total			25	100	25	100	25	100

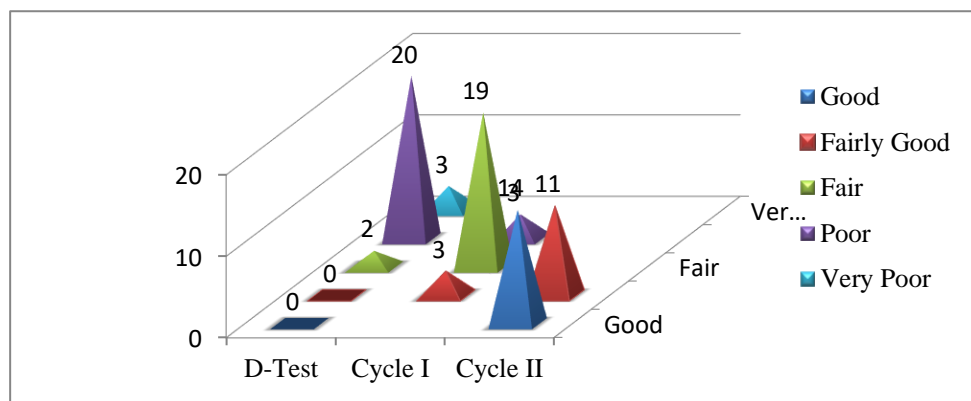


Chart 3. The percentage of the students' knowledge on following instruction in reading

Table 4. The observation result of the students' presence and activeness in learning process

Cycle	The students' presence and activeness				Mean score	CI →CII
	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting		
I	55.3%	59.8%	70.8%	78%	65,79%	25,93%
II	81.2%	85.7%	86%	90%	85.72%	

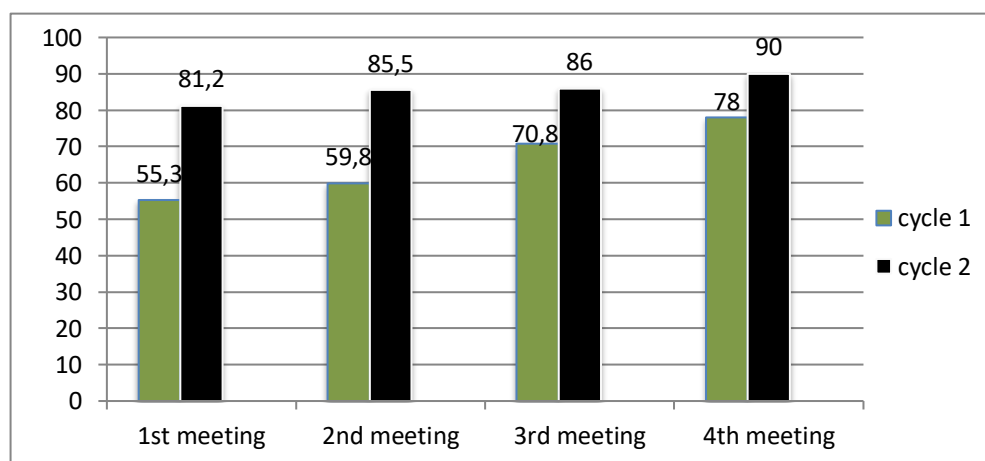


Chart 4: The Students' Presence and Activeness in Learning Process

Discussion

The interpretation of findings derived from the result of findings about the observation result of the students' reading comprehension, including knowledge specific information, sequence event or idea and following instruction in reading narrative text and the observation result of the students' activeness in teaching and learning process by using genre based approach (GBA).

Before taking a classroom action research through GBA, the researcher hold diagnostic test to measure the students' prior knowledge in reading comprehension. After gave D-Test, the researcher found that the students' knowledge on specific information in reading at the at the eighth grade of SMP Negeri 1 Sibulue was poor, so it must be improved.

To improve the students' reading comprehension, the researcher decided to use GBA and then prepared to do cycle I. In cycle 1, the researcher found that the students was still difficult and confused to determine and find the important point in a text called comprehension. Besides, the students' pronunciation and stressing in reading aloud was very low. The difficulty of the students in reading had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got good responses from the students. Students were fair active and confident to speak in English. They could enjoy the teaching and learning process. Their score was improved in cycle II.

In *cycle I*, the students' knowledge on specific information in reading was that there were 5 students (20%) got good, 14 students (56%) got fairly good, 6 students (24%) got fair, the students' knowledge on sequence event or idea in reading was 9 students (36%) got fairly good, 14 students (56%) got fair, and 2 students (8%), and the students' knowledge on following in reading was 3 students (12%) got fairly, 19 students (76%), and 3 students (12%). In *cycle II*, the students' knowledge on specific information was that 6 students (24%) got very good, 18 students (72%) got good, and 1 students (4%) got fairly good. the students' knowledge on sequence event or idea was 17 students (68%) got good and 8 students (32%) got fairly

good, and the students' knowledge on following instruction was 6 students (24%) got very good, 14 students (56%) got good, and 11 students (44%) got fairly good.

The mean score of the students' reading comprehension in *cycle I* was 61.80 and classified as *fairly good* while the mean score in *cycle II* was 75.80 classified as *good* the students' improvement was 22.7. It means that the students' reading comprehension improved significantly through GBA. Based on Tuan (2011) and Anggaira (2012), genre-based approach can be as an effective approach to enhance students' writing performance and perhaps to solve writing problems.

The observation result of students' activeness in teaching and learning process improved significantly through the application of genre-based approach (GBA) in improving the students' reading comprehension. It was proven by the improvement of the mean score of the students' activeness in cycle I namely 65.97% became 85.72% in cycle II. It also means that there was improvement of the students' activeness in learning reading comprehension through GBA. This was supported by the study conducted by Ahmad Fanani (2018) who found that the implementation of GBA worked well with the students in the beginner level because of the involvement of teacher and peer help from the basic until last stage.

Based on the discussion above, there was different result between cycle I and cycle II in teaching reading comprehension through reading workshop. The researcher stated that teaching reading comprehension through genre based approach (GBA) is a good way to increase the students' reading comprehension and achieved minimal criteria 65.

Conclusion

Genre based approach as one of techniques or approaches in teaching reading comprehension was able and significant in improving the students' reading comprehension. The students more actively participated in doing reading activity by applying GBA approach. The reading comprehension of the eighth grade students of SMP Negeri 1 Sibulue in 2020/2021 academic year significantly improved through the use of GBA. This was proven by the result of the test in D-Test, cycle 1, and cycle 2. The mean score in D-Test was 50.00, in cycle 1 was 61.80, while in cycle 2 was 75.80.

It is recommended that English teachers can apply genre-based approach as one of the alternative ways in improving the students' reading comprehension. Teachers should apply various kinds of suitable technique in teaching reading to make students interested in reading English text and to increase the quality of learning and teaching process.

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