

## The Effectiveness of Using Genre Based Approach to Enhance Reading Comprehension in Narrative Text for Young Learners

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**Abstract:** This study focuses on the effectiveness of using Genre Based Approach (GBA) to improve reading comprehension of narrative texts in young learners who have an age range of 11-12 years and aims to determine the level of students' reading ability in the form of narrative text. The classroom Action Research is a research method with pre-test, cycle 1 and cycle II. The researcher finds a positive side from using GBA to enhance reading comprehension in narrative text for young learners. This is evidenced by the significant increase that occurred. Previously, the average score was 63.8, now it has increased to 76.9 in cycle 1. The increase from pre-cycle to cycle I was 13.1 points. Then, in cycle II pupils obtained an average score of 81.9. Furthermore, the increase in students' abilities from cycle I to cycle II increased by 5 points. Thus, students experienced an increase from pre-cycle to cycle II of 18.1 points. Therefore, the results of this study can be used as a reference for educators so they don't hesitate in using GBA as a medium to improve the reading ability of English young learners in the range of ages 11-12 years. Because besides increasing interest in reading, this research also increase the level of students' critical thinking in analysing readings and finding the main ideas in all elements of narrative text.

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## Introduction

Nowaday, English is taught to pupils at all educational levels, including primary school, middle school, and upper high school. It is crucial for navigating the globalization era. As a universal language, it has significance in many aspects of life, including education, economics, technology, and so on. The English includes four essential abilities that should be mastered in order for a person to be successful in English: listening, reading, writing, and speaking.

Reading is one of the language abilities that is essential for academic success because it is the foundation for learning English. It is generally paired with other English skills. So, according to Rubbin (1994), as pointed out by Atikah (2009), reading comprehension is a complex intellectual procedure including a variety of capacity.

Reading is a way of reconstructing a writer's idea written in a text or printed symbols using prior knowledge and experience. Then, reading is essential for developing further abilities. As stated by Kusumawanti and Bharati (2018), reading skills play the most crucial part in students' learning achievements because reading activities initiate and enhance as an educational-endeavors. So, pupils must be handled all the elements of the written work as Townend (2003) stated that because comprehending entails understanding completely all text.

According to the observation that researcher got from primary school curriculum, pupils are expected to be interested in English and to develop their abilities, particularly in reading. There are various types of text in reading. They include narrative, descriptive, recount, procedure, and report, among others.

Reading is one of the skills that every pupil who learns English should have. However, the material used in Reading courses does not provide opportunities for students to do reading exercises that build Reading as a skill. The exercises in the material used place more emphasis on the questions that must be answered and not how the answers are obtained through reading activities. Reading comprehension is one of the core skills in the educational process. Students' ability to understand and extract meaning from text is a key factor in effective learning. Previous research has shown that good reading ability is closely related to academic achievement in various fields of study. Therefore, strong reading comprehension is an essential component in educational curricula, especially among young learners.

In learning process, there are many problems that are faced by students especially for young learners. In line with Sunggingwati and Nguyen (2013), reading in English as a foreign language is difficult to do. They are difficult to understand the meaning of the text given by the educator and they can't differentiate the language feature of the text. For this reason, teaching reading for young learners need appropriate technique in order that the pupils are active and understanding in reading lesson. In teaching reading, the teacher should pay attention not only on how the right implementation of the techniques are suited for the learners' characteristics but also on participants in activities that simultaneously promote the development of reading skill. It is the target to create the teaching learning process becoming interesting and understanding to the students in order to reach the learning goal.

From observations made by researchers of young learners, there are several reasons why some elementary school children may have a low level of reading comprehension. Some factors that may contribute include Children who have less exposure to books and reading materials tend to have lower reading comprehension. This can be caused by a lack of books in the home or an environment that does not encourage reading. Secondly, the lack of family support as this can help children develop a love of reading should not be ignored. Children who do not receive support and encouragement from their families may be more likely to have problems with reading comprehension.

Third, there are several cases where elementary school children may experience language difficulties or have difficulty developing reading skills, such as reading fluently or understanding the words they read. Skills such as letter recognition, pronunciation, and understanding letter concepts can influence reading comprehension in elementary school children. Fourth, children who do not have a strong foundation in these skills may have difficulty reading.

Additionally, some children may face certain learning disorders, such as dyslexia, which can greatly affect their reading abilities. Fifth, because children who have little interest in reading or are less motivated to read may not develop reading skills well. Factors such as lack interesting books or less interesting teaching methods could be the cause. The sixth factor, the quality of education in schools also plays a very important role in developing children's reading comprehension. A strong curriculum, well-trained teachers, and adequate resources can help improve children's reading skills and problems. Children's physical health and emotional well-being can affect their concentration and ability to learn. Children with health problems or emotional problems may have difficulty learning to read.

Seventh, social and economic factors, such as family income level or access to additional educational resources, can also play a role in children's reading comprehension levels.

Therefore, it is important to identify factors that may influence children's reading comprehension and provide appropriate support to help them improve their reading skills. Educators, parents, and society as a whole have an important role in ensuring children have the opportunity to develop good reading skills.

So, the teacher used Genre Based Approach (GBA) as a way of teaching narrative text reading for all young learners. The Genre Based Approach (GBA) is an approach that focuses on the social goals of language and not just the form of the language itself. In line with Lin (2006) states that the genre-based approach is an instructional technique established for delivering a text type or genre determined by its social objective, so that the process of interpretation will be concentrated on the entire text instead of sentence by sentence by sentence. So, Genre Based Approach (GBA) includes four learning stages consisting of Building Knowledge of Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text.

A genre-based approach is an interesting method in teaching reading comprehension. In this approach, students are taught to recognize the structure, elements, and typical language of various types of text genres, including narrative. With a deeper understanding of this text genre, students are expected to be better able to understand and interpret narrative texts. However, although genre-based approaches are promising, further research is needed to test their effectiveness, especially in young student populations. Young students often have special learning needs, and a genre-based approach may have different implications for this age group. In addition, Derewienka (1990) added preparation, Rothery (1996) added Negotiating Field and Deconstruction, Hammond (1992) added Building Knowledge of Field (BKOF), and Feez (1998) suggested the Building the Context stage.

In the first stage of Building Knowledge of Field (BKOF), teachers and pupils build cultural contexts, share experiences, discuss vocabulary, sentence patterns, and so on. In the second stage, Modelling of Text (MOT) learners are invited to discuss model texts (oral or written) of text types being studied. Furthermore, in the third stage, Joint Construction of Text (JCOT), young learners try to produce texts in groups and with the help of the teacher. After gaining experience collaborating with friends, students proceed to the final stage, Independent Construction of Text (ICOT). At this stage pupils are expected to be able to produce oral or written texts independently.

This study aims to investigate whether a genre-based approach is effective in improving reading comprehension of narrative texts for young students. The results of this research can provide valuable insights to educators, teachers, and researchers in developing more effective methods for teaching reading comprehension, which in turn will support the academic achievement and literacy skills of young learners.

## **Research Method**

The Classroom Action Research design was used in this research since the researcher wanted to implement an alternative approach for enhancing pupil's reading accomplishment. According to Kemmis (1992), action research is a type of self-reflective inquiry conducted by participants (teachers, students, or principals).

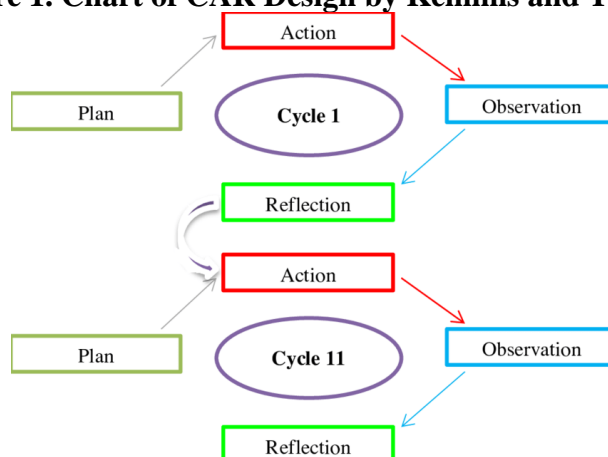
Action research is a cycle procedure that includes the following steps: planning an action, implementing the action, observing the action, and reflecting on the observation. According to Haitcheock and Hughes (1995), classroom action research has two key features. First, there are changes that are desired as a result of deliberate action. Second, the investigator and the subject of the research work together. Throughout the study, the researcher assumed responsibility for all aspects of the process of education and instruction. In line with Kemmis and McTaggart (1982) defined that classroom action research is a cyclical process that includes the following steps: planning, implementing, observing, and reflecting.

The current research seeks strategies to assist pupils and educators in resolving problems with reading narrative text skills. To address this issue, the researcher used the Genre Based Approach during the reading skill process of acquisition. The primary goal of classroom action research is to improve students' reading skills on narrative texts using the Genre Based Approach.

The research sample consisted of 26 pupils from SDN Sidorejo Lor 02 Salatiga in sixth grade. The average age is between 11 and 12 years old; in fact, this is still the prime time for children to acquire knowledge and instill good habits for the future. Meanwhile, The data collection technique uses observation and tests (pre-test and post-test) which are used to see and measure the extent of young learners' reading abilities. Then, the results will be analyzed using two cycles.

Then, the research's procedure was the first to prepare a plan based on the outcomes of the initial reflective assessment. Planning entails actions that will be taken to enhance, increase, or change desired attitudes and behaviors as a solution to issues. The second method of action implementation concerns what the researcher does in an effort to repair, increase, or change, which is implemented in accordance with the action plan so that the results are optimal and effective. Then, in formal research, making observations in CAR can be paralleled with data collection activities. The researcher then reflects on the findings or impact of the actions carried out or imposed on pupils during this activity. In this action, researchers investigate, observe, and consider the outcomes or consequences of actions. Every piece of information gathered must be examined in relation to one another, as well as in relation to existing and appropriate theories or research findings. Solid and sharp conclusions can be drawn from in-depth reflection. The data collection chart for CAR employed by Kemmis and Taggart (Arikunto, 2006) is as follows:

**Figure 1. Chart of CAR Design by Kemmis and Taggart**



## Result and Discussion

The use of the Genre Based Approach (GBA) has a positive effect on increasing the reading comprehension of young learners' narrative texts. This is known from the acquisition of an increase in the average value of students. In pre-cycle, the average score obtained by students in reading narrative texts was 63.8 in pre-cycle. There are 10 pupils among 26 students who passed the pre-test with score more than 70. For more information here is the table 1 show about students' pre-test score of reading narrative text by using Genre Based Approach (GBA).

**Table 1. Students' Pre-Test Scores Reading Narrative Text Using GBA**

NO	SCORES(s)	FRECUENCY(f)	s x f
1.	40	2	80
2	45	1	45
3	50	3	150
4	55	0	0
5	60	4	240
6	65	6	390
7	70	3	210
8	75	4	300
9	80	2	160
10	85	1	85
<b>Total</b>		26	1.660
<b>Mean</b>			63,8

Then, the researcher also conducted trials by carrying out cycle 1 and cycle 2 to find out to what extent the Genre Based Approach had an influence on improving the ability to read narrative texts for young learners having an age range of around 11-12 years.

After the researcher got the results from the pre-test, the researcher also saw an increase in the average score of students in cycle 1 on the ability to read narrative text for young learners who are 11-12 years old. Previously, it had an average score of 63.8, now it has increased to 76.9 in cycle 1. The increase from pre-cycle to cycle I was 13.1 points. Where this is also evidenced by the number of students who have a value of more than 70 is 21 out of 26 students. This shows that the ability and comprehension of students' reading narrative texts using the Genre Based Approach (GBA) increased by 11 people from only 10 students in the pre-test, now it has increased to 21 students from 26 students who have a complete score (between 70 and above 70). Then, the number of students who have not completed (grades below 70) has now decreased from 16 now to 5. The following table shows the results of cycle I reading narrative text using GBA.

**Table 2. Result of Cycle I Reading Narrative Text Using GBA**

NO	SCORES(s)	FRECUENCY(f)	S x f
1.	60	1	60
2	65	4	260
3	70	4	280
4	75	6	450
5	80	6	480
6	90	3	270
7	100	2	200
<b>Total</b>		26	2.000
<b>Mean</b>			76.9

Then, after the results of cycle I above which showed an increase in students' reading skills using GBA. The same thing happened in cycle II, the researcher also found an increase in reading narrative texts in young learners, which could identify that this Gene Based Approach (GBA) gave positive results to improving the ability to read narrative texts.

In cycle II pupils obtained an average score of 81.9. Furthermore, the increase in students' abilities from cycle I to cycle II increased by 5 points. Thus, students experienced an increase from pre-cycle to cycle II of 18.1 points. The increase is presented in table 3 below:

**Table 3**  
**Students' Post Test Scores Cycle II**

NO	SCORES(s)	FRECUENCY(f)	S x F
1.	70	3	210
2	75	7	525
3	80	8	640
4	85	3	255
5	100	5	500
<b>Total</b>		26	2.130
<b>Mean</b>			81.9

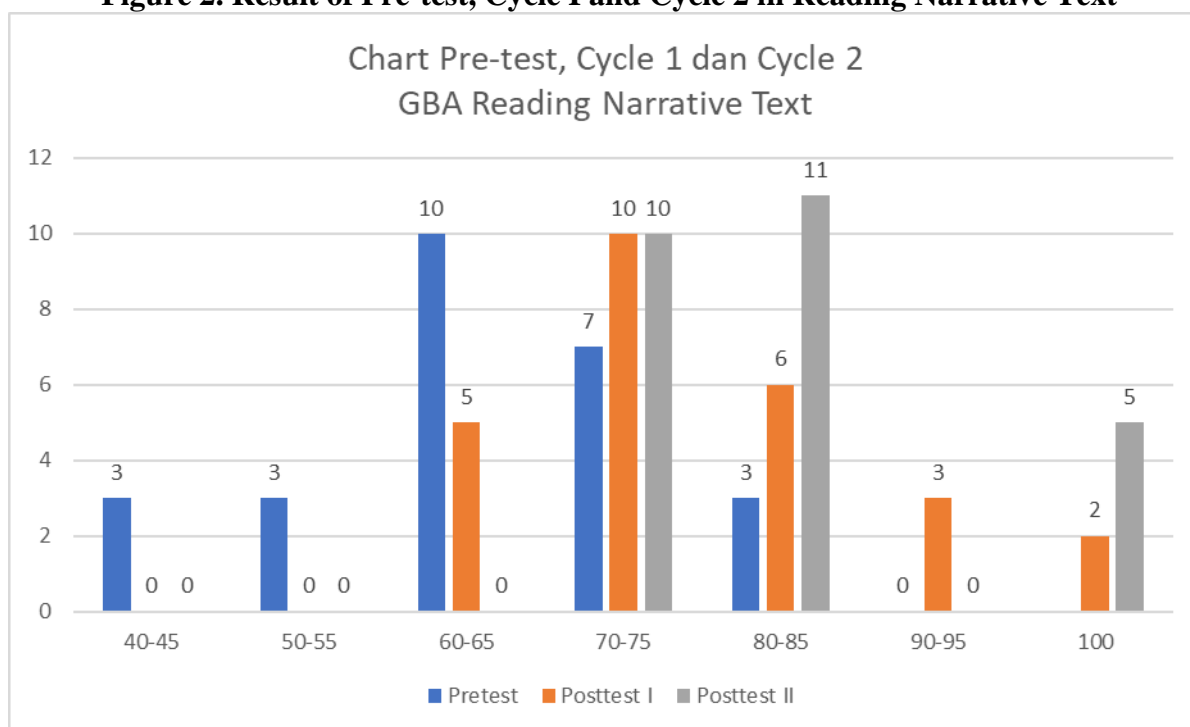
From the results of table 3 above, it can be concluded that after carrying out the treatment to the test in Cycle II, it shows that all students have good grades and pass the test



because they have scores of more than 70. There are 10 students out of 26 students who have scores of 70-75 and the total students who have a value of 100 (perfect) are 5 students.

This increase in results shows that the Genre Based Approach provides positive things in improving the reading skills of young learners who are around 11-12 years old. This increase in reading comprehension of narrative text for young learners is due to the fact that in the Text-Based Instruction Genre-Based Instruction the teacher introduces the text and its purpose, as well as its features, and guides students to produce texts through the scaffolding process. In accordance with Richards (2015) which states that this Genre Based Approach involves a process in which the teacher assists students in producing texts and gradually reduces this assistance until students are able to produce their own texts. Learning is organized using a variety of texts related to student needs, and students are given practice in various texts until they are able to produce texts without the help and guidance of the educators. The graph below shows a significant difference from the start of the pretest to cycle II:

**Figure 2. Result of Pre-test, Cycle I and Cycle 2 in Reading Narrative Text**



From these results, it can be said that the application of Genre Based Approach (GBA) as a medium to improve students' reading skills is very effective because the improvement occurs significantly and the students also enjoy during the learning process, almost 80% of learning is achieved. This can also be a reference for teachers who want to apply Genre Based Approach (GBA) in the teaching and learning process to improve students' ability to read texts and think critically.

So, by using the GBA method to improve students' reading comprehension in reading narrative texts, students can also experience the benefits such as practicing critical thinking in a reading. If a student already has experience reading quickly and accurately, then achievement at the critical reading level will be easy because critical reading is reading with

thinking, reading with analysis and reading with assessments that aim to 1) Understand the contents of the reading, namely recognizing facts and interpreting what is read, in other words understanding the main ideas, knowing important facts and being able to draw conclusions and interpret these ideas. Facts are useful for adding information while ideas are useful for increasing understanding. Obtaining information aims to just know something that is a fact whereas understanding aims to know everything about facts, 2) Testing the author's sources, namely whether the reference sources used by the author can be trusted or not. They have to find out the truth, for example knowing in what field the writer is competent, in this case including testing the views, goals and assumptions of the writer contained in their writing to distinguish whether the writing is fact or opinion, 3) The interaction between the writer and the reader is that the reader does not only know the author's intention but also compares it with the knowledge he has from other writers. Readers also need to assess and compare the contents of the reading with the knowledge they have, 4) Be open to the author's ideas, namely readers should respect the opinions expressed by the author and then the reader also evaluates the writing technique. Finally, the writer considers and tests it with logical reasons and grounded interpretations. Therefore, training critical thinking and improving reading skills in young learners is indeed the main thing. Moreover, at the age of 11-12 years it is still classified as a golden age which can be a provision for students to face other subjects at school and in the social environment.

## **Conclusion**

Based on the results and discussion that has been carried out by the author in pre-cycle to cycle II, the researcher concludes that the effectiveness of the genre-based approach to improve students' reading comprehension and critical thinking skills in understanding narrative texts for young learners shows that the teacher has implemented the four stages of the genre-based approach, but not all implementation is in accordance with theory and lesson plans. At the BKOF stage, the teacher shows several activities that must belong to MOT. However, at the MOT stage, the teachers did semi-group work and did not model students how to analyze the text before providing an understanding of the questions. Furthermore, in the JCOT and ICOT Stages, the teacher carried out these stages quite well, even though the teacher did not ask students to compile a summary. In addition, the teaching and learning process has fulfilled almost all the assessment criteria and contextual assessment for a high level of thinking ability. This fulfillment shows that the teaching and learning process by applying the genre-based approach is able to improve reading comprehension and foster critical thinking in reading narrative texts for young students.

This is evidenced by the significant increase that occurred. Previously, the average score was 63.8, now it has increased to 76.9 in cycle 1. The increase from pre-cycle to cycle I was 13.1 points. Then, in cycle II pupils obtained an average score of 81.9. Furthermore, the increase in students' abilities from cycle I to cycle II increased by 5 points. Thus, students experienced an increase from pre-cycle to cycle II of 18.1 points.



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