

**UTILIZING A GENRE-BASED APPROACH TO IMPROVE EFL STUDENTS'
READING COMPREHENSION AT A SECONDARY SCHOOL IN KARAWANG**

A Research Paper

Submitted to the English Language Education Study Program, Faculty of Languages and
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Requirements for *Sarjana Pendidikan* Degree



by

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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READING COMPREHENSION AT A SECONDARY SCHOOL IN KARAWANG**

Oleh

Mila Fouri Aprilia

Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Sastra

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*UTILIZING A GENRE-BASED APPROACH TO IMPROVE EFL STUDENTS' READING COMPREHENSION AT A
SECONDARY SCHOOL IN KARAWANG*

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PAGE OF APPROVAL

**“UTILIZING A GENRE-BASED APPROACH TO IMPROVE EFL STUDENTS’
READING COMPREHENSION AT A SECONDARY SCHOOL IN KARAWANG”**

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STATEMENT OF AUTHORIZATION

I, Mila Fouri Aprilia, hereby declare that the research entitled “*Utilizing a Genre-Based Approach to Improve EFL Students' Reading Comprehension at a Secondary School in Karawang*”, is the result of my own work to fulfil one of the requirements for *Sarjana Pendidikan* Degree from the English Education Study Program, Faculty of Languages and Literature Education, Universitas Pendidikan Indonesia. I am fully aware that I have cited some ideas and statements from several sources. All ideas and statements from other sources are properly acknowledged.

Bandung, 11th August 2023



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PREFACE

Alhamdulillahirabbil'aalamiin, I express my highest gratitude to Allah SWT who has given His blessing and guidance so that the writer could finally accomplish this research paper entitled “*Utilizing a Genre-Based Approach to Improve EFL Students' Reading Comprehension at a Secondary School in Karawang*”. Shalawat and salam also might be blessed upon our Greatest Messenger, Prophet Muhammad SAW.

This paper is submitted to fulfill one of the requirements for the *Sarjana Pendidikan* degree in English Language Education at Faculty of Languages and Literature Education, Universitas Pendidikan Indonesia. In completing this paper, it cannot be denied that this research would not have been completed without people who supported and helped me. In light of this, I would like to extend my deepest gratitude to those who assisted the writer in completing the paper. May Allah SWT reward and bless you for your kindness and help. Aamiin.

Finally, I realize that the writer's limited knowledge leaves this research far from perfect and full of flaws. As a result, I humbly await suggestions and constructive criticism for improving this research. Although there are some limitations in this paper, the author hopes that it will contribute to the improvement of teaching and learning and can expand the genre-based approach implemented by teachers, and is especially beneficial to English teachers.

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Utilizing a Genre-Based Approach to Improve EFL Students' Reading Comprehension at a Secondary School in Karawang

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ABSTRACT

Reviewing PISA results, the reading ability of Indonesian students stands at a level where they can answer the simplest text comprehension questions. Still, they need help integrating and applying their ability to comprehend deeper texts or draw simple inferences. As a result, this study focuses on overcoming the problems by utilizing the genre-based approach to help EFL students improve their reading comprehension, especially at the literal, inferential, and evaluation levels. A qualitative approach with a classroom action research (CAR) design was conducted in two cycles. The research procedure includes planning, action, observation, and reflection. The participants in this study were six EFL students at a Junior High School in Karawang. The data was collected through students' reading tests, observation, and semi-structured interviews to answer the research question. The findings demonstrate that after GBA was implemented in the two cycles of action research, the student's perception of learning activities at the BKOF stage shows their interest in the topic discussed, which assists them in preparing for the context of the reading and creating a relationship between the reading and the reader's interest and background knowledge. Further, students can draw inferences and make arguments better through explanations and examples given at the deconstruction stage. Thus, the stages of deconstruction in GBA help students improve their reading comprehension, especially in literal, inferential, and evaluation understanding.

Keywords: Genre-based approach (GBA), reading comprehension, literal, inferential, and evaluation understanding

Memanfaatkan Pendekatan Berbasis Genre untuk Meningkatkan Pemahaman Membaca Siswa EFL di Sekolah Menengah Karawang

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ABSTRAK

Meninjau dari hasil PISA, kemampuan membaca siswa Indonesia berada pada tingkat di mana mereka dapat menjawab pertanyaan pemahaman teks yang paling sederhana. Namun, mereka membutuhkan bantuan untuk mengintegrasikan dan menerapkan kemampuan mereka dalam memahami teks secara mendalam atau menarik kesimpulan sederhana. Penelitian ini berfokus untuk mengatasi masalah tersebut dengan memanfaatkan pendekatan berbasis genre untuk membantu siswa EFL meningkatkan pemahaman bacaan mereka, terutama di tingkat literal, inferensial, dan evaluasi. Pendekatan kualitatif dengan rancangan penelitian tindakan kelas (PTK) dilaksanakan dalam dua siklus. Prosedur penelitian meliputi perencanaan, tindakan, observasi, dan refleksi. Partisipan penelitian ini meliputi enam siswa EFL tingkat SMP di Karawang. Data yang dikumpulkan melalui tes pemahaman membaca siswa, observasi, dan wawancara semi terstruktur untuk menjawab pertanyaan penelitian. Temuan menunjukkan bahwa selama GBA diimplementasikan dalam dua siklus penelitian tindakan, persepsi siswa tentang kegiatan pembelajaran pada tahap BKOF memunculkan minat mereka pada topik yang dibahas, membantu mereka siap untuk konteks bacaan, dan menciptakan hubungan antara membaca dan minat pembaca dan latar belakang pengetahuan. Selain itu, siswa juga mampu menarik kesimpulan dan membuat argumentasi dengan lebih baik melalui penjelasan dan pemberian contoh yang diberikan pada tahap dekonstruksi. Dengan demikian, tahapan dekonstruksi dalam GBA membantu siswa meningkatkan pemahaman membaca mereka, khususnya pemahaman literal, inferensial, dan evaluasi.

Keywords: Genre-based approach (GBA), pemahaman membaca siswa, pemahaman literal, inferensial, and evaluatif.

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