CHAPTER I

INTRODUCTION

This chapter provides a general outline of this study. It covers the background of the research, the purpose of the research, the research question, the significance of the research, the clarification of terms, and the organization paper.

1.1 Background of the Research

Reading is one of the lifelong skills that should be developed in school and all through life to achieve personal fulfillment and professional success (Küçükoğlu, 2013). By reading, everyone may access important information from many sources. Nevertheless, the ability to read is not as easy as imagined. Students who lack reading and writing skills will face challenges and struggles in academic progress (Talwar et al., 2021). According to the OECD PISA 2018 data, Indonesian students' reading ability is in the low quadrant, with an average score of 371 and an OECD average of 481. Indonesia ranks 62 out of 70 countries in literacy (Republic et al., 2020; Summaries, 2019). Based on the PISA results, one of the important problems that must be addressed immediately is that the reading ability of SMP/MTS level students in rural areas tends to be low ("Mengkaji Kembali Hasil PISA Sebagai Pendekatan Inovasi Pembelajaran Untuk Peningkatan Kompetensi Literasi Dan Numerasi," 2022). The problem can be seen from the level of reading competence of Indonesian students, who can solve the easiest text comprehension questions, such as picking out the information that is stated explicitly, for example, the title of a simple text, but have not been able to combine and apply comprehension skills to longer texts or make simple conclusions ("Mengkaji Kembali Hasil PISA Sebagai Pendekatan Inovasi Pembelajaran Untuk Peningkatan Kompetensi Literasi Dan Numerasi," 2022).

Additionally, junior high school students' difficulties with vocabulary and grammatical usage can be seen in the classroom as problems with reading comprehension. This problem is also supported by several studies that reveal

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the fact that some Indonesian students face difficulties in reading comprehension (Fitrawati (2012); Angraini & Rozimela (2020)). A study conducted by Fitrawati (2012) found that students had difficulty understanding reading due to several factors, such as a lack of vocabulary, recognizing grammar such as sentence patterns, syntax, students' passiveness towards reading, and the teacher's method of teaching reading. Furthermore, Angraini and Rozimela (2020) reported that reading difficulties were due to a lack of vocabulary knowledge. It impacts their ability to understand reading content, resulting in difficulties in analyzing text's linguistic features, generic structure, and social functions. Not only that, as stated in Gunawan (2022), the ability to determine and find important information in reading also becomes difficult. The ability to read aloud also needs help with pronunciation. Thus, to reduce some of these problems, one of the teaching methods that may be utilized in the classroom is the genre-based approach to reading.

However, Swales (2000) discusses several concerns associated with genre-based teaching. Genre can provide useful guidelines or frameworks for writers, but it can also serve as an unwelcome tool to suppress creativity. It can be difficult for non-native teachers to obtain authentic language samples because they may have limited knowledge of authentic language use. Students may also need help finding real-life audiences for their writing. Thus, the success of the genre-based approach is dependent on the teachers' understanding and application of the genre. Nonetheless, non-native English-speaking teachers from Columbia and Thailand have successfully implemented GBA in EFL classrooms. The research by Sawangsamutchai and Rattanavich (2016) applied a genre-based approach to Thai seventh graders. The findings show that GBA significantly enhanced students' reading comprehension compared to pupils who got traditional teaching. GBA also improved the reading comprehension and writing skills of EFL ninth-graders from Colombia (Montero-Arévalo, 2019). In a reading context, they could infer meaning from the readings and better understand texts (Montero-Arévalo, 2019). Other researchers also reported a genre-based approach in teaching reading and writing in the EFL context. In the Indonesian context, teaching reading comprehension using a

genre-based approach leads to better students' reading comprehension (Fitrawati (2012); Maknun, (2019); Angraini & Rozimela (2020); Gunawan (2022)).

This study applied GBA to EFL classes at the junior high school level in Indonesia in light of previous studies that suggest GBA can help students improve their reading comprehension. This study investigates how genre-based approaches improve EFL students' reading comprehension, especially in literal, inferential, and evaluative understanding. Therefore, implementing GBA in teaching reading is expected to lead to a better understanding of the text, especially the literal, inferential, and evaluative understandings.

1.2 Research Question

Based on the background of this research, the purpose of the research is intended to answer this question:

- How does a genre-based approach improve EFL students' reading comprehension?

1.3 Purpose of Research

In order to address the research question mentioned earlier, this research aimed to investigate how genre-based approaches improve EFL students' reading comprehension.

1.4 Scope of the Research

This research limits the scope of investigation by utilizing a genre-based approach to EFL students' reading comprehension in grade 8 secondary school students. In addition, this research was conducted to determine students' perceptions of applying GBA in learning English as a Foreign Language.

1.5 Significance of the Research

This study is intended to have both theoretical and practical significance.

Theoretically, this study provides insights into genre-based reading education in Indonesia, especially in the context of improving reading comprehension. Furthermore, it provides a more detailed presentation of genre-

based pedagogy in Indonesian EFL classes, specifically regarding teaching methodologies.

Practically, this study is intended to give educators insight into teaching reading using a genre-based approach. Furthermore, this research focuses on helping students comprehend texts through a genre-based approach.

1.6 Clarification of terms

These terms are clarified in this research to avoid misunderstandings and to ensure the research stays on track. The terms will be explained in the following subunits.

● **Reading Comprehension**

According to Habib (2016), comprehending a text requires combining identifying and constructing skills. A specific comprehension is the result of an interaction process between the reader and the text (Woolley, 2011). Through dynamic contact with the text, the reader can appropriately elicit the meaning and concepts through this process (Grabe, 2010). Moreover, comprehension is not solely affected by text content but also by readers' literacy and experience (Grabe, 2010). This study measured reading comprehension through formative assessment by asking comprehension questions.

● **Genre-based Approach**

In reading and writing skills, where the genre-based learning cycle is considered a useful strategy, a genre-based approach in language teaching has been explored the most in-depth (Martin, 1999; Rose, 2007; Rothery, 1994, as cited in Yang, 2016). One approach that uses the recognition of types of text as a strategy for reading comprehension is the GBA (Montero-Arévalo, 2019). The teaching cycle of GBA is Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Emilia, 2005). The focus genre of this study is personal recount text.

1.7 Organization paper

This research paper is divided into five chapters:

Chapter I is the **Introduction**. The research background, questions, purposes, scope, and significance are provided in this chapter, along with a clarification of terms and an organizational paper.

Chapter II is the **Literature Review**. This chapter presents the theory of GBA and discusses how it relates to research-related literature and reading comprehension.

Chapter III is the **Research Methodology**. In this chapter, the methods to investigate the research question are discussed.

Chapter IV is the **Findings and Discussion.** This chapter contains findings and analysis of the findings that are proven by related literature to answer research questions.

Chapter V is the **Conclusions, Implications, and Recommendations.** The conclusions, the research's limitations, implications, and recommendations for further study are all presented in this chapter.