

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. There are the background of the study, problem of study, objective of the study, significances of the study, scope and limitation, definition of key term, and hypothesis of the study.

A. Background of The Study

In this day and age, English is not only to be learned but also applied in everyday life. According to Yulyanah et al., (2022) English serves as a universal means of communication among individuals worldwide. As we know that electronic devices, books, journals, tools that we use almost entirely use English. That's why English is such an important language especially in our country Indonesia. Because of the importance of English, the government immediately took steps by requiring English subjects starting from the elementary level in a Merdeka curriculum. The educational curriculum in Indonesia has undergone progressive modifications as part of the government's initiatives to enhance education in the country. In the 2013 curriculum, English subjects are only required for junior and senior high school students and only local content for elementary level (Tachia & Loeneto, 2018).

In English language learning, students must master 4 basic skills, namely: listening, speaking, reading and writing. All of these skills are interrelated and inseparable from each other which serves to integrate as much as possible (Gunawan, 2022). Reading is a fundamental and crucial ability for students (Kurniadi et al., 2020). The capacity to obtain meaning can be

mastered through reading. Students who read will develop unique abilities that enable them to interpret written texts as a meaningful language and comprehend the text's substance so they can respond to messages. One must be able to read in order to understand concepts clearly and without the assistance of others. Learners cannot perform these skills without practice and observation. In other words, Students must hone these abilities in order to comprehend what they read, because knowledge can be obtained through reading activities (Abdillah, 2022).

Reading and comprehension are an inseparable whole. Reading comprehension necessitates students to comprehend the content by answering questions pertaining to the text. Grabe & Stoller (2011) define reading comprehension is the ability to successfully understand and interpret written material. Reading is considered beneficial for the intellectual development of its author if they possess the ability to comprehend the content they are reading. However, it becomes less productive if students have difficulty understanding the ideas in the text (Kurniadi et al., 2020). Essentially, a person's comprehension of a text is affected by both its characteristics and their own abilities. One of the skills is the capacity to make inferences.

In some cases, students have difficulty in understanding an English reading text due to lack of interest in reading, limited vocabulary and grammar that is still wrong. Reading is considered an activity that tends to be boring so comprehending the text will provide a challenge for them if there is no interest in the text. As a result, students will be passive when doing reading activities

during learning. Teachers have an important role in generating student motivation to do reading activities.

Another cause also states that the instructional approach employed by the teacher is excessively monotonous so that it makes students' reading comprehension skills do not develop. Students are frequently compelled to comprehend every word in the text, however there are situations where they only need to concentrate on the reading's objective in order to efficiently extract information from it. For this reason, teachers are required to be smart in determining every approach, method, strategy, media or technique when teaching a skill. The right approach can achieve the expected learning objectives. To achieve good progress in teaching reading comprehension, teachers should use appropriate teaching approaches to improve students' reading skills. Teaching reading comprehension can be done with a variety of English learning approaches.

The researcher focus on teaching approaches genre-based approaches. The genre based approach can not only be used in teaching reading comprehension but can also be applied to 3 other language abilities; writing, listening, and speaking (Tachia & Loeneto, 2018). According to Lana (2009) in Tachia & Loeneto (2018) a genre-based approach to teaching and learning centers around comprehending and effectively communicating the message of a selected genre. In its application there are two cycles, namely the oral cycle and the written cycle. The oral cycle or better known as oral is taught to facilitate the enhancement of students communication skills and listening abilities, while the written cycle is used to help students get better at students'

writing and reading skills. There are 4 stages in the genre based approach, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT).

The study focuses on this research is to find out whether genre based approach is effective or not in teaching reading comprehension skill. Many studies have been conducted by several researchers. The results of previous studies that used a genre-based approach to improve reading comprehension in narrative texts for young learners conducted by Nabella & Rini (2023) showed a positive side where this approach can be a reference for teachers to be applied in improving the reading comprehension ability of young learners. The application of a genre-based approach in learning makes a significant difference to students' reading comprehension. Another study Said & Munawir (2022) found that a genre-based approach is a good approach to improve students' reading comprehension. Gunawan (2022) in his research entitled "Teaching Reading Comprehension Through Genre-Based approach (GBA) at Junior High School" found that there was better progress in students' reading comprehension after being taught using this approach. Furthermore, research conducted by Angraini & Rozimela (2020) found that the utilisation of genre-based approach in high school reading instruction significantly enhances pupils' reading comprehension. The application of a genre-based approach carried out at MA Futuhiyah Jeketro can improve the ability of grade X students in reading comprehension of recount texts found in research written by (Wardhani, 2019). The latest research was conducted by Maknun (2019)

with the title "The impact of scientific and genre-based approach in English reading comprehension". In her research, she evaluated multiple instructional methods for teaching reading comprehension. The study revealed that the scientific approach yielded superior results compared to the genre-based approach when it came to teaching reading comprehension of narrative texts.

Based on the explanation above, the researcher is interested in studying the use of a genre-based approach in teaching reading comprehension. While in one previous study it has also been found that the scientific approach is greater to the genre-based approach when it comes to teaching comprehension of narrative texts. However, the study was conducted in 2019 where the school was still using the 2013 curriculum. In this latest study, researcher conducted a school that was already based on an merdeka curriculum in MTsN 1 Kediri and wanted to see the difference in results. The researcher also used the recount text as the subject. The recount text was chosen because it is one of the texts included in the learning material according to the 2016 Permendikbud and one of the texts that is the national examination material. Therefore, the researcher will conduct research entitled **"The Effectiveness of Using Genre Based Approach in Teaching Reading Comprehension on MTsN 1 Kediri"**.

B. Problem of The Study

In order to enhance clarity and comprehension, it is crucial to rephrase the problems as interrogative statements. The problem can be formulated as a research question as follows: Is the genre-based approach effective to enhance students' reading comprehension?

C. Objective of The Study

Based on the questions above, the objective of this study is to find out whether genre based approach is effective or not to teach reading comprehension skills of grade VIII students at MTsN 1 Kediri.

D. Significance of The Study

This research will benefit not only the authors but also other future researchers, teachers and students. The researcher aims to assist English teachers in enhancing the reading comprehension abilities of pupils through the implementation of a genre-based approach. The results of this study are believed to help the rest to be more interested in reading activities and reduce boredom in understanding reading texts until in the end this research is likely to provide important contributions as information to fellow researchers who have an interest in advancing or refining study on the same subject.

E. Scope and Limitation

This research focuses on the effectiveness of using genre based approach in teaching reading comprehension at eighth grade in MTsN 1 Kediri. The Scope of this research is teaching reading comprehension of the students on eighth grade in MTsN 1 Kediri. In this research, the researcher uses recount text as the topic of teaching reading comprehension using genre based approach.

F. Definition of Key Terms

1. Reading

Reading is a communication or an activity to get meaning from what is written in the text (Dirgeyasa, 2014 in Abdillah, 2022). This is where

there is interaction between readers and writers through written language. By engaging in reading activities, student have the opportunity to acquire a substantial amount of knowledge. Literacy is a crucial component of life.

2. Reading Comprehension

Olson and Diller (1982: 42) define reading comprehension as the ability to comprehend and utilise the information presented in written material. According to Clark and Sandra (in Simanjuntak, 1988: 15), reading is defined as a cognitive process that requires active engagement that increases by printing and monitoring comprehension to build.

3. Genre Based Approach

The Genre Based Approach (GBA) is a approach used in Indonesia, specifically for English language instruction. This is the instructional approach employed in Western nations throughout the mid-1960s. The initial implementation of GBA commenced in London in 1964, with funding provided by the Nutfield Foundation and subsequently the School Board. The project was under the direction of Halliday. The Genre-Based Approach has been used in Indonesia since 2006. Mingsakoon & Srinon (2018) propose that the Genre Based Approach consists of four stages: Building Knowledge of Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independence Construction of the Text (ICOT).

G. Hypothesis of The Study

1. Null Hypothesis (H₀)

There is no significant difference reading comprehension between students who are taught using genre based approach and students who are taught reading comprehension using scientific approach.

2. Alternative Hypothesis (H_a)

There is significant difference on the students' reading comprehension between students who are taught by using genre based approach and students who are taught reading comprehension using scientific approach.