CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss theoretical frameworks related to the study. This chapter includes some theory of reading, reading comprehension, teaching reading comprehension, kind of text, approach, genre based approach (GBA), scientific approach, and previous studies to support this research.

A. Reading

1. The Definition of Reading

Reading is the activity of absorbing certain information through the interaction and participation of language texts. Reading can change a reader's interpretation of meaning and experience. This activity is a cognitive process where readers think to learn and know something by increasing their understanding of a reading text in order to communicate with the author. Therefore, according to Zuhro (2022) to gain reading comprehension involves more than just translating texts, it also requires knowledge and understanding what they are reading so as to effectively communicate the acquired knowledge to others. Suyana (2019) in Gunawan (2022), reading is a multifaceted activity that involves both physical and cognitive processes. In addition, Sari et al (2020) further states that reading comprehension involves the reconstruction of reader knowledge, which enables readers to interpret and critically analyse each section of the text in order to comprehend its content. Developing a regular reading routine can enhance academic performance in students.

According to Calet et al. (2019), reading comprehension is a crucial cross-cutting talent that is essential for achieving success in both educational and societal contexts. Experts have provided numerous definitions of reading, including:

According to Brown (2001) who defines reading is an interactive process in which individuals attempt to comprehend concepts, images, thoughts, or reflections conveyed through a sequence of written words. Students can improve their competence and talents and gain extensive knowledge through reading activities, reading is also called a bridge to knowledge because by reading there are many benefits that can be obtained such as obtaining information and adding knowledge that we previously did not know.

According to Mariane (2000) in (Anzalina, 2023) another definition of reading is proposed. This activity entails a dynamic interaction between the reader and the text. To comprehend a reading text, the reader must concurrently undertake many tasks such as understanding the author's purpose, interpreting messages by giving meaning to words, and deciphering written symbols. This process entails the involvement of three essential participants: the author, the reader, and the written content.

2. The Purpose of Reading

Everyone has different motivations in reading. For some people, reading is a hobby, but there are also those who do reading out of necessity. Such as gaining insight, reminding understanding, seeking entertainment and facilitating interpersonal interaction. Grabe & Stoller (2011) mention

seven reading objectives, including seeking basic information, skimming, learning from books, integrating knowledge, and more. Read to write (or find information to write), read to analyze text, and read for general comprehension.

According to some empirical research, the specific purpose of reading is to change the cognitive processes of the reader. Linderholm (2016) in Zuhro (2022) stated that the amount of time and strategies devoted to reading, as well as the approach used, have an effect on the theoretical knowledge acquired and remembered

3. **The Types of Reading**

a. Skimming

Skimming is a technique of reading by flirting with the eyes to run quickly through the text to find what is meant by the main idea and essence of a reading text. This reading technique is important to learn because it is often used by students in doing questions with a certain time limit. This procedure utilises diverse techniques to anticipate the potential locations of relevant information within the text. In addition, this technique utilizes basic reading comprehension skills to understand the passage to gain an overall understanding.

b. Scanning

Scanning is a reading technique that focuses on the ability to find specific information within text. This technique is done when the reader wants to see something thoroughly in order to see it more quickly and systematically. When scanning, the reader still looks at the text carefully

only immediately focuses on the intended part. It can be said that this technique is normal or fixed reading activities rather than looking for something quickly without reading. According to Grellet (1981) suggested that the scanning technique involves rapidly skimming through a text in order to locate a certain piece of information.

c. Intensive reading

Intensive reading is an activity where students concentrate on improving the grammar of a reading. According to Waring (1997), engaging in focused reading is crucial for comprehending and acquiring vocabulary in structured texts.

d. Extensive reading

Extensive reading can improve reading skills, understanding vocabulary meaning, spelling, linguistic competence, and writing skills. According to Hedge (2003) reading substantially for learners needs to be emphasized to acquire all aspects of language competence. It can also help readers in overcoming their tendency to overanalyze.

4. The Kinds of Reading

a. Reading Aloud

Reading aloud is an important aspect of reading. Introducing the practice of reading aloud in the early stages of education is crucial as it forms the foundation for acquiring the pronunciation of words when learning a language. Reading aloud offers the advantage of assisting student in improving students' reading skills very effectively and their speaking and pronunciation skills.

b. Silent Reading

Silent reading is a way of reading to obtain large amounts of information. The teacher instructs students to engage in quiet reading to ensure that they can read without encountering any challenges. Even so, teachers have an important role in this technique by choosing realistic reading materials or texts. Unlike reading aloud, students are left to understand the material first by reading silently. The benefit is to direct the attention of learners to enhance their concentration on the subject matter and facilitate their learning process.

c. Speed Reading

This skill is very important for students in training themselves to understand a reading text within a certain time limit. This type of reading can be time efficient. But in doing this skill must run understanding first. The manner in which speed is comprehended relies on the specific characteristics of the reading material. The pace of reading a fictional story or narrative will vary compared to reading scientific literature.

5. Reading Process

According to Woridijoyo (1989: 10-11) in Naharia (2015) stated the reading process as follows:

a. Perception

Perception refers to the capacity to comprehend a word as a meaningful entity.

b. Comprehension

Comprehension in this context, pertains to the capacity to extract practical meaning from the author's words by considering the surrounding context.

c. Reaction

Reactions are actions that require consideration with regard to what the author has done.

d. Integration

The degree of integration of the ability to understand through concepts to the author's experience it can be beneficial in enhancing the reader's experience.

B. Reading Comprehension

1. Definition of Reading Comprehension

According to Oakhill et al., (2015) reading comprehension is an effort that requires a variety of abilities and diverse cognitive skills. Reading has various functions if the reader interprets the understanding of what they read because reading comprehension is a reading process that involves the reader's thorough understanding of the text. In addition, Grabe and Stoller (2002) define reading comprehension as the capacity to comprehend the substance of a text and accurately interpret the author's intended meaning. Reading may be almost useless without understanding from the reader. Learning to read is not only knowing and understanding the meaning of text but also requires high concentration

Bull (2008) in Damayanti et al (2023) states that comprehension refers to the cognitive capacity to grasp and interpret information, as defined by the Oxford dictionary. In addition, reading comprehension involves the thorough comprehension of a text. To extract information from the text and condense it to the central concept. Mastering reading comprehension is crucial for pupils to enhance their understanding and knowledge (Damayanti et al., 2023).

Reading and comprehension cannot be separated because they have the same goal. Reading becomes a fun activity if the reader understands the text being read. Nunan, (2003: 68) define comprehension is the ability to understand or produce the meaning of text that connects text messages with previous knowledge. Consequently, the reader must possess the necessary reading abilities to comprehend a given text.

2. Reading Comprehension Levels

There are several levels of comprehension in reading comprehension. Burn (1984:177) in Naharia (2015) divides reading comprehension skills into three levels as follows:

a. Literal Comprehension

Literal comprehension refers to the cognitive capacity to decipher explicit information presented in printed materials and illustrations.

Students can remember, classify, identify, and sequence in detail the main ideas and facts stated from various written texts as well as

students are able to interpret matters of surface meaning at this level of comprehension.

b. Interpretive or Inferential comprehension

Readers bring knowledge and experience into reading and draw differences. In comprehension levels, higher ones usually involve reading beyond or implied. The reader must be capable of critical reading and analyzing what he encounters. Interpretive or referential comprehension encompasses cognitive processes such as formulating generalisations, drawing predictive conclusions, and dancing conclusions. The reader must also be careful to see the relationship between ideas, for example how ideas go along with implied meanings. At this level, instructors may pose more specific and challenging inquiries, for instance, assigning the following duties to the students:

1) Rearrange the topic or idea discussed in the text

2) Elucidate the author's intent as expressed in the text.

3) Provide an overview of the primary concept if it is not overtly articulated.

4) Conclude the text he has read.

c. Critical or Applied Reading

For literal understanding, the reader only needs to understand exactly what the author is stating. For a higher level of understanding, the reader should actively participate in the intellectual discourse with the author and relate the reading material to real-life scenarios. The

author's presentation of facts and ideas at this level. Students can undergo assessment in the following proficiencies:

1) The ability to distinguish opinions and deeds

2) The ability to recognize persuasive statements

3) The ability to assess the accuracy of the information provided in the text.

3. Developing Reading Comprehension

Wain Wright, cited in Lutfiah (2008:10), identifies three methods for enhancing students' reading proficiency:

a. Vocabulary building

b. Ability Required for reading comprehension

c. It is critical to emphasise the skills necessary for reading comprehension at this time.

C. Teaching Reading Comprehension

Nuttal (1982: 21) provides students with the ability to extract communications, which is the stated objective of reading comprehension instruction. Teaching reading comprehension to students who make English a second language is no easy feat. Students utilize not only reading skills but also their proficiency in English, including vocabulary and grammar. When teaching reading comprehension, educators aim to instill knowledge in students' minds, enabling them to extract information independently and cultivate their own reading abilities. Teachers have an important role by making their students have their own abilities in reading so that students are able to read texts they have never seen (Kurniadi et al., 2020). Before making

students as independent readers, teachers must equip students to do this. The last thing that should not be missed is to motivate students to enjoy reading. Reading gives students the opportunity to learn new structures and vocabulary. It is good for improving English skills in general.

The objective of teaching and learning activities in junior high institutions is to improve students' reading abilities. These activities are executed utilizing a diverse range of resources extracted from textbooks. The selection of materials by the instructor should align with the students' literacy proficiency. There are 2 types of texts taught to junior high school students in reading classes, namely functional texts and essay texts. Short functional texts, for example, download texts, while essay texts include description text and recount text. As science and technology develop, some junior high school teachers in regular classes try to develop their reading classes using several strategies. In teaching reading, specifically to understand texts, Vocabulary, text comprehension, and reading comprehension teaching strategies are the three most essential components of effective reading comprehension instruction (Karmil et al., 2000, p. 345; Rini, Sada, and Salam, 2014). Teaching strategies are very important to make students have an improvement in their reading skills. Teachers must exercise discernment when selecting learning tactics that are appropriate and aligned with the individual circumstances of their students.

According to Pang et al (2003: 14) that there are several strategies in teaching reading comprehension as follows:

a. Focusing on concepts and vocabulary used to express them

b. Build students' knowledge background, c.g. by conducting group discussions before trading

c. Guide students by giving examples of actions that can be taken to improve understanding. These actions include: asking questions about a text when reading: identifying key ideas: using prior knowledge to make predictions

d. Teaching different combinations of strategies is better than focusing on one strategy

e. Use different methods of teaching text comprehension

D. Recount Text

1. The definition and purpose of recount text

According to Knapp & Watkins (2005: 224) in (wardhani, 2019) states that recount texts are the most straightforward form of text within this genre. Recount text comprises merely a sequential account of a sequence of events. This text is utilized frequently in daily life. A recount text is a written work that recounts past events or experiences.

There are 4 objectives in the recount text, namely:

a. Provide information

Recount text can aim to provide information about a series of events or personal experiences in the past to others.

b. Motivate

Recount text can also be used as self-reflection material about a particular event or events. That way, the author can also take positive wisdom and motivate themselves if there is an unpleasant event.

c. Documenting events

Because this recount text contains stories about events and experiences that have happened in the past, the author can make it a medium to document events that are considered important. It can be in the form of a diary or personal journal.

d. Entertain readers

Like other types of text, recount text also serves to entertain the reader. Because of the recount text, it can tell pleasant experiences, for example vacation stories.

2. Generic structure of recount text

a. Orientation

This section serves as the initial segment of the text, providing an introduction that includes relevant details about an event, such as the individuals participating, as well as the time and location of the event.

b. Series of Event

This section constitutes a segment within the main body of the work, whereby the author recounts a series of events in a chronological order.

c. Reorientation

This section is the conclusion of the text that contains the conclusion, message, impression, or feeling of the author of the events experienced.

3. **Language Features**

    -   Using Past Tense

    -   Focus on spesific participant

    -   Using the conjunction (then,next,first, ect)

4. **The example of recount text**

    Table 2.1 Example of Recount Text

    Go to the Market

    Orientation:

    Yesterday my mother and I went to the market to buy groceries.

    Series of Event:

    First, we went to the fish shop. there we bought 2kg of tuna and 3kg of broilers. Next we went to the vegetable shop to buy some vegetables. Then, we didn't forget to stop at my mother's regular cake shop to buy what my father had left for me. After that we went straight to the parking lot to get the car and went home.

    Reorientation:

    I was very happy to accompany my mother went to the market after 3 years of not seeing her.

    Based on the above explanation, it can be inferred that the recount text is presented in the form of a narrative where the author retells a past event.

E. Approach

In the Indonesian Dictionary (KBBI), the definition of approach is (1) process, action, how to approach; (2) efforts in the framework of observation activities to establish relationships with the person under study, methods to achieve an understanding of the problem of observation. The understanding of

the learner approach according to Hosnan (2014) in his book entitled "scientific and contextual approaches in 21st century learning" includes the following:

a. Perspective (point of view; view) theory that can be used as a foundation in choosing learning models, methods, and techniques.

b. A process or deed that the teacher uses to present the lesson material.

c. The learning process can be seen as a starting point or perspective, which involves a broad understanding of how learning occurs. This perspective encompasses various strategies that support and enhance learning, within a specific theoretical framework.

In the learning process, several terms are known that have similar meanings, so often people feel confused to distinguish them. These terms are: (1) learning approach, (2) learning strategy, (3) learning method (4) learning technique; (5) learning tactics; and (6) learning models.

F. Genre Based Approach (GBA)

1. The Definition of Genre Based Approach (GBA)

According to Knapp & Watkins (2005: 21) the term 'genre' has a lengthy history and draws from multiple perspectives, such as literature, popular culture, linguistics, and pedagogy. The production and determination of text are influenced by the social context, making it feasible to identify social components within the structure and grammar of an individual text. Genres are categorized based on their societal objectives and distinguished by the steps they take to accomplish those objectives. According to Mahsun (2013) in genre theory, there are two contexts behind the presence of a text, namely the cultural context (in which there are

cultural values and norms that will manifest themselves through social processes) and the context of the situation in which there is: the message to be communicated (field / field), the intended actor (involvement / tenor), and the language format used to convey the message (means / mode).

GBA is an approach that can be applied in the teaching of all English skills. Before implementing GBA in teaching, teachers should know the flow or stages that exist in this approach. The genre-based approach model consists of four stages: Building Knowledge of the field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of The Text (ICOT). This approach places a high emphasis on actively involving students in the process of teaching and learning. The implementation of GBA in Indonesia began with the introduction of the School-Based Curriculum in 2006 (Tachia & Loeneto, 2018). Rodjers (2001) states that genre-based approaches will become the main trend in learning (ELT) in the new millennium era.

This approach is widely regarded as an appropriate method of teaching approaches to use in the understanding and production of texts. This is also stated by the Permendikbud No.68 of 2013 which regulates that in order to fulfil social functions, junior high students must be capable of comprehending functional texts and the various categories of texts that are present in the school environment (Kemendiknas, 2013: 63). According to Maknun, (2019) posits that scholars employ a genre-based approach to guide their instruction of reading comprehension, which incorporates co-construction and other similar components. Feez (2002: 27) states that joint

production involves students engaging in collaborative discussions about English texts, where they share information, knowledge, and abilities acquired through reading comprehension tasks. This approach pertains to language instruction through the utilization of text types that possess advantageous qualities, as students adapt their reading comprehension through contextual understanding of the texts.

2. **Implementing the Genre Based Approach (GBA)**

The subsequent explanation outlines the implementation of the genre-based approach:

a. Building Knowledge of the field (BKOF)

During the initial phase, educators and learners collaborate to develop knowledge by constructing cultural contexts, exchanging experiences, and engaging in discussions about vocabulary, grammatical patterns, and related topics. Everything done in this cycle is directed at the type of oral text and topic that will be discussed in the second stage.

b. Modeling of Text (MOT)

During this phase, pupils engage in the process of listening and reacting to different texts that have been previously introduced in the earlier stage. For instance, if students are required to create a recount text that focuses on providing instructions or directions as its primary communicative objective.

c. Joint Construction of Text (JCOT)

At this stage, students are instructed to collaboratively create a recall text with their classmates and under the guidance of the teacher.

The teacher actively participates in the post-discussion session following the students' mutual discussions.

d. Independent Construction of The Text (ICOT)

At this stage, students are urged to cultivate independence and develop the ability to comprehend the material they have been discussing. At this institution, students enhance their reading abilities and actively participate in collaborative writing activities.

3. The Advantages of Using Genre Based Approach (GBA)

There are 7 advantages of learning a genre-based approach According to Hyland as quoted by Irawansyah (2016), which can be summarized as follows:

1) Explicit. Elucidate the knowledge that would aid in the development of writing abilities.

2) Systematic. Offer a cohesive structure for directing attention towards language and context.

3) Needs-based. Ensure that the course objectives and material are based on the specific needs and requirements of the students.

4) Support. Give teachers a central role in enhancing student learning and creativity

5) Empower. Provide access to valuable patterns and possible variations in text

6) Critical. Provide resources for students to understand and challenge valuable discourse

7) Increased awareness: Increase teachers' awareness of the text and confidently counsel students about their writing

In a genre-based approach, students will be more motivated in learning to read because there are so many methods and techniques applied in the stages of the teaching and learning cycle.

4. Genre of the text

According Gerrot and Wignell (152-174) There are many types of text type genres, namely:

a. Spoof

Spoof is a type of text used to retell an event with a touch of humor.

b. Recount

This type of text is used to retell events or events in the past or have occurred.

c. Report

This type of text is one of the genres that serves socially to describe the state of affairs with reference to man-made, natural and social phenomena in our environment.

d. Analytical Exposition

Serves to convince the reader or listener that something is going on.

e. News Item

News items serve to inform readers, listeners or viewers about events that are happening today and are newsworthy or important.

f. Anecdote

>   Anecdote is a type of text that serves to share unusual funny stories or events with others.

g. Narrative

>   It is a type of genre that functions socially to entertain and deal with actual experiences in different ways. Narrative deals with problematic events that ultimately find resolution.

h. Procedure

>   Procedure is a type of genre used to describe how something is achieved through a series of steps or actions.

i. Description

>   This text fuses to describe a particular person, place or thing.

j. Hortatory Exposition

>   This genre serves socially to convince the reader or listener that something should or should not happen.

k. Discussion

>   Discussion is a type of text that presents at least two different angles on an issue.

l. Review

>   Review text is a type of text that serves to critique a work of art or event for the general public.

G. Scientific Approach

1. The Definition of Scientific Approach

The utilization of scientific methodologies in education encompasses the utilization of process skills, including but not limited to observing, classifying, measuring, forecasting, explaining, and inferring. Teacher support is required to execute these processes. The scientific approach aims to provide students with the ability to comprehend and analyze numerous topics using a systematic and evidence-based methodology. This approach emphasizes that information may be obtained from diverse sources, at any time, and is not solely reliant on one-way communication from the teacher. Consequently, the anticipated learning settings are designed to foster learners' exploration of diverse sources through observation, rather than relying solely on being instructed. At this stage, students are urged to cultivate independence and proficiency in comprehending the material they have discussed. At this institution, students enhance their reading abilities and actively participate in collaborative writing activities.

This is specifically pertinent to the theory of learning, specifically Bruner's notion. Bruner's learning theory is alternatively referred to as the discovery learning theory. Bruner's learning theory, as outlined in Carin & Sund's 1975 publication, can be summarized into four key components. The individual's intellect can only be learned and developed through its active utilization. Furthermore, while engaging in cognitive processes during the process of discovery, children will acquire sensory experiences and intellectual gratification, which serves as an inherent form of reward.

Furthermore, the sole means by which an individual can acquire the skills of inventing is through the chance to produce significant discoveries. Additionally, through the process of producing discoveries, memory retention will be enhanced. The four aforementioned elements align with the cognitive processes required for learning through the utilization of a scientific approach.

According to the Kemendikbud (2014), a scientific approach is an educational methodology that employs scientific principles, involving a sequence of actions such as data collection through observation, inquiry, experimentation, information processing, and communication. Majid (2014) states that the learning process, when employing a scientific method, is focused on enabling students to generate problems through extensive questioning, rather than solely fixing problems by providing answers. The learning method aims to cultivate analytical thinking, wherein pupils are instructed in the art of decision-making, rather of relying solely on mechanistic thinking, which involves passive listening and memorization. From the explanation according to some of the experts above, it can be concluded that the scientific learning method is learning that uses scientific approaches such as the ability to observe, question, experiment, process information or data, draw conclusions and communicate the results. This series of things is expected to be able to encourage students' critical, analytical, and systematic thinking skills.

2. The Characteristics of Scientific Approach

a. Centered of the student.

b. Involves process science skills in constructing concepts, laws or principles.

c. Involves potential cognitive processes in stimulating the development of the intellect, especially students' higher-order thinking skills.

d. Can foster the development of students' character.

e. Learning encourages the improvement of students' thinking skills

3. **Learning Objectives of The Scientific Approach**

The learning objectives that employ a scientific approach are derived from the benefits associated with this technique. Several learning objectives associated with a scientific approach include:

a. To improve intellectual abilities, especially students' higher-order thinking skills.

b. To shape students' ability to solve a problem systematically.

c. The creation of learning conditions in which students feel that learning is a necessity.

d. Obtained high learning outcomes.

e. To train students in communicating ideas, especially in writing scientific articles.

f. To develop the character of students.

4. **Steps of learning scientific approach**

There are 5 stages in the scientific approach, namely:

a. Observing

The initial step of the scientific method is the act of observing. The competencies that are cultivated include a strong commitment to

training, meticulousness, and a proactive approach to acquiring knowledge. During the process of English focused reading learning, pupils direct their attention towards written material.

b. Questioning

The second step in the scientific approach is to inquire. The learning action involves inquiring about uncomprehend knowledge derived from observations, or posing questions to get more information.

c. Experimenting (collecting information)

Experimentation is the third phase in the scientific process. Learning activities encompass conducting experiments, consulting supplementary sources outside textbooks, observing objects, events, and activities, as well as conducting interviews with informants.

d. Associating

The fourth stage in the scientific method is correlation. The initial step of this investigation entails the processing of the accumulated information. Furthermore, once the information has been processed, solutions are sought from diverse sources that have contrasting viewpoints. During this activity, students attempt to respond to questions based on the given text.

e. Communicating

The fifth step in the scientific approach is to communicate. Communication is a student activity to form communication in the classroom. Learning activities are to convey the results of observations,

and conclusions based on the results of oral, written, or other media analysis.

H. Relevant Previous Studies

Related research is needed to pay attention to some previous research conducted by other researchers relevant to this study. Nabella & Rini (2023) conducted a Classroom Action Research (CAR) that the study examined the efficacy of employing the Genre Based Approach (GBA) to enhance reading comprehension of narrative texts. The subjects are young learners who have a vulnerable age of 11-12 years. This research resulted in the positive side of using GBA in improving reading comprehension in narrative texts for young learners. This is evidenced by a significant increase in yield. In the first cycle the average value was 63.8 and increased to 76.9 points. Then in cycle II students obtained an average score of 81.9 points. The increase from precycle to cycle I was 13.1 points while from cycle I to cycle II it increased by 5 points. Based on the evidence above, the results of this study can be used as a reference for educators so as not to hesitate in using GBA as a medium to improve the reading skills of young English learners in the age range of 11-12 years.

The second study entitled "the use of genre-based approach (GBA) in teaching reading comprehension in terms of skimming" was discussed by Said & Munawir (2022). Researchers found several problems of Indonesian students with reading skills. This study aims to determine the use of Genre-Based Approach (GBA) in teaching reading comprehension in the form of skimming to grade VIII students of SMP Negeri 1 Sibulue. Classroom Action Research

(CAR) was used in this study. GBA has been identified by researchers as an effective method for enhancing students' reading comprehension. By utilising GBA, student engagement in the teaching and learning process is substantially increased. It can be concluded that GBA has the capacity and significance to enhance the reading comprehension of students.

The third study Gunawan (2022) of this study is intended to improve the reading comprehension of grade VIII students at SMP Negeri 1 Sibulue through a Genre-Based Approach (GBA). This study used Classroom Action Research (CAR) with research subjects totaling 25 students. Researchers obtained the data using reading tests and observation sheets. In this study, it was found that the reading comprehension of grade VIII students of SMP Negeri 1 Sibulue was at a fairly good level after the test in the first cycle and improved to good after the test in the second cycle. The next research was conducted by Iftahul Lail (2022) with the title "The Implementation of Genre Based Approach In Teaching Recount Text to Promote Students' Writing Skill". The purpose of this study is to find out how Genre Based Approach (GBA) can develop students' writing competence. This study used quantitative methods with 25 participants. The results show that there is a significant impact of the use of GBA on student authorship. Some students are helped by this method, especially in understanding a text. Some of them are also helped in several different aspects such as understanding social functions, text structure, linguistic elements and others.

The next research was conducted in 2021 by Rival et al. This research is entitled "Implementation of Genre Based Approach to Improve Explanation

Text Writing Skills". Classroom Action Research (CAR) was used as a method in this study with 19 participants. The results of the research conducted show that the problem of students in lack of writing skills can be overcome by using a Genre-based approach. This is evidenced by the existence of more than 75% of students have scores above KKM and have an increase in writing skills scores on the post-test

The fifth study is "The Implementation of Genre Based Approach Method to Improve Students' Reading Comprehension in Recount Text (A Classroom Action Research at The Class X MA Futuhiyah Jeketro in The Academic Year 2019/2020)" written by Wardhani Rida, K in 2019. This study aims to find out whether the application of GBA is able to improve reading comprehension in recount text. The subjects were 26 students of grade X MA Futuhiyah Jeketro. This research method uses Classroom Action Research (CAR). The results showed that the application of Genre Based Approach (GBA) resulted in improving students' reading comprehension, especially in recount texts. This can be seen from the gradual increase in students' grades from cycle I and cycle II.

Further research on the application of genre-based approaches in teaching reading in high schools. This research uses the Qualitative method. Anggraini & Rozimela (2020) found that this approach contributes well to improving students' language proficiency. The research entitled "The Implementation Genre-Based Approach in Teaching Reading at Senior High School" means that teachers need to improve their professional competence, knowledge and skills in order to create a conducive atmosphere in the

classroom. Therefore, it is recommended that teachers should implement a four-step cyclical curriculum in genre teaching.

Another research from Mardiana (2019) entitled The Effect Of Using Genre-Based Approach on Students' Writing Analytical Exposition Text also gives good results to the way of learning. The Researcher use quantitative research methods with a quasi-experimental design. The mean result of the post-test showed an increase from the pre-test result to the post-test result. This is also supported by the results of its effectiveness level of 1.96 which means a high / strong level. It can be stated that Ho (Null Hypothesis) has been rejected and Ha (Alternative Hypothesis) has been accepted. Therefore, it can be concluded that the use of a genre-based approach can affect the ability to write in describing places and people in tenth grade students at MA Annajah Jakarta.

The next research was conducted by Maknun in 2019 with the title "The impact of scientific and genre-based approach in English reading comprehension". This research is a quasi-experimental research. The purpose of this study was to determine a more effective approach. Namely: (1) scientific and conventional approaches, (2) genre-based and conventional approaches, (3) scientific and genre-based approaches, (4) scientific, genre-based and conventional approaches in teaching reading comprehension of narrative texts. In her research, she compared several teaching approaches in teaching reading comprehension. It has been observed that the scientific approach outperforms both the conventional approach and the genre-based approach in facilitating the acquisition of reading comprehension for narrative texts. Furthermore, among the three approaches that were examined, the

scientific approach demonstrated the highest level of effectiveness. The results demonstrate that scientific and genre-based approaches have a substantial effect, but may not be significant if used in other settings with different student background.

The Ninth study, Gistunica (2019) entitled "Effects of Genre Based Approach (GBA) In EFL Reading Comprehension and Writing" examined the effect of Genre Based Approach (GBA) on grade 9 students from a city on the Caribbean coast of Colombia. The aim of this study was to analyze how GBA affects reading and writing comprehension by comparing student outcomes before and after the implementation of the approach. GBA. After the implementation of GBA, students' reading, writing, motivation, and autonomy comprehension all improved, according to the overall findings. Consequently, pupils are capable of comprehending, elucidating, and reproducing the genres that comprise the research.