CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review to the study. It comprises subchapters; definition of reading; types of reading; reading comprehension; reading skills; teaching reading; definition of genre based approach; implementation of genre based approach; challenges; and previous studies.

A. Definition of Reading

Reading is one part of learning activities. Reading is a fundamental skill necessary to acquire knowledge, access information, and engage in various forms of written communication. Reading functions as a window of knowledge to obtain various information that students need. According to Ahuja (2001), reading is an activity controlled by the eyes and brain. The eyes and brain must understand the message in a meaningful way. This requires students to not only read the content but also understand the meaning of the text (Angraini & Rozimela, 2019).

Reading is an essential cognitive activity or process in the learning process. This activity aims to find and understand various information contained in the text. Reading is not just a visual activity that focuses on the letters, but an active thinking process that involves understanding the meaning and context of the text. Furthermore, reading is the activity of understanding and interpreting symbols, punctuation and the meaning of writing so that the message conveyed by the author can be received by the reader. Bell (2001) says that the main goal of good reading is not to translate text word for word but rather an understanding of the concepts presented without recourse to the

native language. Reading provides benefits to society and students. Viewed from the perspective of the scope of reading material read, broadly speaking we can classify reading into two, intensive and extensive reading.

B. Types of Reading

a. Intensive Reading

Intensive reading is a type of reading activity that focuses on understanding written texts in depth and detail. In intensive reading activities, readers read slowly and carefully, emphasizing thorough understanding of each word, phrase, sentence and paragraph. Brown (1988) states that intensive reading: Emphasis is placed on grammatical form, discourse markers, and text structure to better understand literal meaning, interaction ambiguity, and long-term retention (Harun et al., 2021).

In other words, intensive reading requires students to find words, recognize their meaning, and ultimately determine the correct reading. The main goal of deep reading is to understand the text thoroughly, extract detailed information from the text, and identify important aspects.

b. Extensive Reading

Extensive reading is a type of reading activity that focuses on reading large amounts of text, and its main goal is to improve general understanding, increase vocabulary, and enjoy the text. In extensive reading activities, readers do not always try to understand every detail of the text, but rather focus on understanding the overall picture, the storyline. According to Bamford et al. (2004), extensive reading is a

language teaching tool in which learners must read large amounts of text for global understanding. The goal is to gain an appreciation of the text for educational purposes; In language teaching, this form or form of reading is called intensive reading. So, extensive reading is used to gain extensive knowledge of a language (Harun et al., 2021).

C. Reading Comprehension

Reading comprehension is the ability to understand words in depth and understand written ideas from the entire content of a text. According to Woolley (2011), reading comprehension is the process of understanding a text. The aim is to gain a thorough understanding of what is conveyed in the text. Reading is a skill that students master after understanding written symbols and pronouncing them. So they not only read the text but also understand what they read. Reading comprehension is a complex skill that requires time and practice to develop fully. Therefore, it is emphasized that comprehension is a key component of literacy. Reading comprehension is the ability to read a text, understand the meaning and use the information obtained from the text, requiring high concentration. Readers can understand written material if they have ability to understand text. Based on the definition above, the researcher concludes that reading comprehension is the reader's ability to read text, understand the meaning, and use information obtained through text symbols (Gunawan, 2022).

Reading cannot be separated from understanding because reading involves understanding the text and the meaning contained in it. Comprehension means understanding what is written and requires conscious strategies to guide

understanding. The reading process is related to the form of language, while comprehension, the final product, is related to the content of language. Reading is a process of communication from the writer to the reader. The reading process is related to the form of language, while comprehension, the final product, is related to the content of language. Reading is a process of communication from the writer to the reader. In reading comprehension there are reading skills that function as a foundation for reading comprehension. Improving individual skills contributes to overall comprehension, while actively engaging in comprehension strategies can improve and strengthen reading skills. Both are integral components of effective reading.

D. Reading Skills

Reading skills are fundamental for interacting with and extracting meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content. Reading skill refers to the ability to understand, interpret, and derive meaning from written text. It involves the capacity to decode written symbols, comprehend the meaning of words, sentences, and passages, and effectively assimilate information from various sources such as books, articles, or digital content. Reading skills encompass several components, including phonemic awareness, vocabulary, fluency, comprehension, and critical analysis. These skills are essential for academic success, communication, information retention, and overall cognitive development. Proficient reading skills enable individuals to navigate through various texts, extract information, analyze content, and apply that knowledge to different

contexts. Babbitt (2002) suggests eight reading strategies those are:

a. Comprehension monitoring (involves pre-reading, reading, and post-reading activities)

Comprehension monitoring is a cognitive process that involves actively overseeing and regulating one's understanding of a text. It is crucial for effective reading and involves activities before, during, and after reading. By actively engaging in these pre-reading, during reading, and post-reading activities, individuals can enhance their comprehension monitoring skills. The goal is not only to understand the content in the moment but also to build a foundation for future learning and retention.

b. Cooperative learning (students work in small groups)

Cooperative learning is a learning strategy in which students work together in small groups to achieve shared learning goals. This approach emphasizes collaboration, active participation, and shared responsibility among group members. The basic idea is that students can benefit from the diverse skills, knowledge, and viewpoints of their group of peers. Implementing cooperative learning requires careful planning, clear expectations, and monitoring to ensure that all students actively participate and contribute to the success of the group.

c. Graphic organizers (involves comparison/contrast, hierarchy diagram, and matrix diagram)

The use of graphic organizers or visual aids in reading strategies can help students organize information, understand relationships between ideas, and detail complex concepts. The use of graphic organizers can

help students visualize and organize information, facilitate understanding, and increase retention of material.

d. Story structure

Story structure is a series of certain elements that form the basic framework of a story. Understanding story structure can help readers organize information, understand plot development, and identify important elements in a narrative. Several important elements in story structure involve initial exposure (exposition), conflict, climax, and resolution (resolution). Involving story structure in reading strategies helps readers understand and follow the story line better, increases understanding of the relationships between ideas, and increases appreciation of narrative.

e. Question answering

Question answering is a reading strategy that involves readers in formulating and answering questions related to the text being read. This approach not only involves understanding the information presented, but also encourages analytical and reflective thinking. Question answering helps build active reading skills and involves students directly in the comprehension process. By formulating questions and answering them, students can develop their critical skills and relate text information to their personal understanding.

f. Question generating

Question generating is a reading strategy in which readers actively formulate their own questions while reading text. This process involves

the ability to analyze, conclude, and create questions that assist in a deeper understanding of the material. Question generating gives readers greater control and builds critical and analytical thinking skills. This process can also be applied in various reading contexts, such as reading academic, literary, or informational texts.

g. Summarization

Summarization is a reading strategy that involves the reader's ability to briefly detail the main information of a text. The main goal is to identify and describe the key points, gist, or main ideas of the text. By detailing the key points and gist of the text, readers can construct a summary that matches the desired or required level of detail.

h. Multiple strategy

Multiple strategies in the context of reading strategies refer to the use of various methods or approaches to reading a text. By combining multiple reading strategies, readers can improve their comprehension, overcome specific challenges, and maximize the learning process. Choosing the right reading strategy depends on the purpose of the reading, the type of text, and the reader's preferences. By using multiple strategies, readers can enrich their reading experience and improve overall comprehension abilities.

E. Teaching Reading

Teaching reading is the process of instructing individuals, typically students or adults, on how to develop the skills and strategies necessary to understand and interpret written text. It is a fundamental component of

education, as reading is a critical skill that forms the basis for learning and acquiring knowledge in various subjects. Brown (2007) states that teaching is facilitating learning, enabling students to learn, and creating conditions for learning. The next step in teaching reading is to guide students and help them read. Therefore, read instructions contain many components. Teaching reading is a complex and multifaceted endeavor, and educators use a variety of teaching methods and resources to support their students' reading development. The approach to teaching reading may vary depending on factors like the age of the learners, their prior knowledge, and the language they are learning to read in (e.g., English, Spanish, etc.). Reading instruction is a foundational skill in education and plays a crucial role in academic success and lifelong learning.

The science of reading emphasizes the importance of evidence-based teaching. Through ongoing professional development, educators can keep up with the latest research developments and implement strategies that meet the diverse needs of their students. Alyousef (2005) says that in teaching reading, contemporary reading tasks, involve three-phase procedures: pre-, while-, and last- reading stages in teaching the lesson.

a. Pre-Reading Activities

Reading activities are activities that demonstrate activities that take place before reading. This is usually done to encourage and motivate students to think about and relate to what is being said or read. Apart from that, as we know, reading helps us find information, messages, opinions, and find out how a story is developed. Pre-reading activities are crucial

for engaging students, activating their prior knowledge, and preparing them for the content they are about to read. These activities can set the stage for successful comprehension and help create a meaningful reading experience. For example, the teacher can ask students questions that arouse their interest while previewing the text.

b. While Reading

While reading refers to instructional activities that occur while reading a text. It is designed to actively engage students in the reading process, and improve their understanding of the text. The two recommended procedures for completing this phase are: The teacher reads a sentence or phrase, the class repeats it orally in chorus, opens the book, and each student repeats the same sentence. The teacher will check pronunciation, rhythm and intonation. After all the choices are read, the whole class reads silently to understand them. Silent reading may have a time limit. Other procedures: The teacher reads each sentence aloud – students repeat it together as a class or individually.

c. Post-Reading Activities

Post-reading activities are activities that occur after students have finished reading the text. This is usually done to help students better understand what they are reading. Post-reading activities are usually carried out by encouraging students to analyze the text critically. Lessons are selected by the teacher depending on the objectives of the lesson or exercise. Teachers can conduct sessions orally, in writing, or a combination of oral and written. The teacher asks questions orally, the

class is asked to explain the reasons in writing, and everyone is asked to read the answers orally. Teachers can give homework in the form of written exercises based on the content of that day's lesson. Examples: students write complete responses to comprehension questions answered orally during class, write paraphrases, summaries, or synopses of selected readings, or use new vocabulary in additional sentences. Post-reading activities are important for increasing comprehension, critical thinking, and engagement with the material.

In teaching reading, a variety of methods can be employed by teachers. Among these, the Genre Based Approach stands out not just for its emphasis on fostering student productivity, but also for its role as an essential component of the teaching and learning cycle.

F. Definition of Genre Based Approach

The Genre Based Approach (GBA), also known as a Text Based Approach is language teaching and learning that aims to understand and produce texts of a particular genre. This learning approach is based on text modeling and analysis of text characteristics, while still focusing on the relationship of the text to the context of its use. Cresswell (2014) regarding a GBA which includes the understanding that language teaching should focus on developing language skills that are practical and relevant to specific communicative situations. This approach emphasizes teaching based on the type of text or genre used so that students can develop language skills according to the context of use. Cresswell supports the idea that comprehension and production of specific texts can help students master language more effectively.

This learning approach prioritizes students' abilities in understanding and producing spoken and written texts in various contexts. Therefore, students must understand the social function, structure and linguistic characteristics of a text. In the genre-based approach, linguistic knowledge is linked to social goals. It focuses more on the reader's perspective than the writer's. Text is described as socially accepted and understood language, especially what is spoken, written, read and heard everyday in life. GBA is approach applied by English teachers in the process of teaching English language skills. A genre-based approach helps students develop an understanding of language use in different communicative contexts. In implementing the learning process with a genre-based approach, teachers should carry out learning activities following the steps of GBA.

G. Implementation of Genre Based Approach

In the implementation of Genre Based Approach (GBA) there are several steps that must be conducted by the teacher in teaching reading comprehension. According to Hammond's theory (1992) there are four stages of GBA. They are:

a. BKoF (Building Knowledge of the Field)

Building Knowledge of the Field (BKoF) refers to the process of building understanding and knowledge about the context, purpose, and characteristics of a particular genre text. At this stage, the teacher invites students to carry out activities such as building cultural context, sharing experiences, discussing vocabulary, grammar patterns, and so on. All of these activities are directed at the types of oral texts and topics that will be

discussed in the second stage. The teacher tries to connect the students' own experiences with the text to be studied. In other words, students are expected to bring their own experiences into the learning process.

b. MoT (Modelling of the Text)

Modeling of the Text (MoT) is the second stage of the genre-based approach. MOT refers to an educational strategy that aims to help students understand the characteristics and structure of various types of genre texts. At this stage, teachers and students discuss and explore the text and its main grammatical features together. The goal is for students to focus on the characteristics of the genre being targeted. Several examples of genre texts are analyzed so that students understand the structure and grammar of these genre texts. For example, if students are required to be able to write descriptive texts. During the BKoF stage, they might engage with shorter functional texts, dialogues, and monologues. In short, at this stage students can listen, answer and analyze text components.

c. JCoT (Joint Construction of the Text)

At this stage the teacher applies scaffolding techniques, where the level of teacher support is adjusted to the student's cognitive abilities. Teachers provide prior knowledge into students' practice. At this stage students can develop target texts with teacher guidance so that students can work independently. Teachers gradually reduce their contribution to learning. In other words, the teacher only acts as a guide in learning activities. The main goal of JcoT is to train students to understand, develop and ultimately produce texts that are appropriate to the genre

being studied.

d. ICoT (Independent Construction of the Text)

Independent Construction of the Text is a complementary concept to Joint Construction of the Text. ICoT refers to activities in which students plan, compose and produce texts in a particular genre independently. At this stage, after collaborating with friends and teachers, students are encouraged to read what they discussed. Here, students develop their reading skills. In this final step, the teacher gives students the opportunity to show what they have learned.

H. Challenges

According to Kamus Besar Bahasa Indonesia (KBBI) Kamus Besar Bahasa Indonesia (KBBI) explains that challenges are things or objects that inspire determination to improve our ability to overcome problems, meaning something that makes us more determined in doing something and getting results. A challenge is a situation or condition that requires special effort or effort to overcome or overcome. Challenges can be things that are difficult, complex, or unexpected that require solutions or strategies to overcome them. Challenges can come from external or internal factors. Ertmer (1999) states that extrinsic problems as first order include access, time, support, resources and training, and intrinsic problems as second order include attitudes, beliefs, practices and resistance.

In this case, there are several challenges or problems faced by English teachers in implementing GBA in teaching reading comprehension. Ningsih (2015) in her research said that most teachers admit that there are still

difficulties in implementing GBA, such as structure (narrative, descriptive, etc.), linguistic characteristics, and the social function of each genre. Teachers are also unsure how to apply this approach in teaching listening, speaking, reading and writing, including grammar. At stages such as BKOF and ICOT there are one or two stages that are considered important in just one meeting, while MOT and JCOT do not apply.

Another problem is students' ability to understand the text. Most students experience confusion when processing information in the form of phrases or sentences. Focusing on translating each word can hinder comprehension for some students, making reading a less enjoyable experience. Most students are reluctant to do reading activities because they cannot do activities they don't like optimally. Another aspect that needs to be considered is students' interest in the text provided. Student engagement is essential for effective reading comprehension. Disinterest in reading material can hinder comprehension and motivation. When faced with boring texts, students may develop negative attitudes towards reading. Teachers play a key role in fostering a positive reading environment. By applying engaging methods and selecting appropriate texts, teachers can motivate students to actively participate in reading activities and ultimately achieve deeper comprehension.

I. Previous Studies

There are some previous studies on the topics. First, Angraini and Rozimela (2019). In their study concluded that Genre Based approach (GBA) has a positive impact on teacher and student development. This research suggests that teachers improve their professional competence, knowledge and

skills. The use of Genre based Approach (GBA) also makes a big contribution in improving students' language skills. This study recommends that teachers follow the four steps of the curriculum cycle in teaching genres.

Another research conducted by Gunawan (2022). Where the study was carried out by using classroom action research (CAR), found that the process of teaching and learning reading comprehension through the Genre Based Approach (GBA) is an effective approach for developing students' reading skills. The results of observations of student activity in the learning process developed significantly through the application of the Genre Based Approach (GBA) in improving students' reading skills.

Daniarti,et al. (2020), found that Genre Based Approach (GBA) can be used to build the students' motivation (by using the extrinsic factors of motivation), and it can be used to solve the students' difficulties. Moreover, we hope that other researchers will conduct further exploration of the teaching reading procedure text using Genre Based Approach (GBA). Another research conduxted by Ummah (2019) in her research who found that teachers also faced several difficulties in implementing Genre Based Approach (GBA), especially regarding difficult words and time allocation.

Based on the research findings above, the researcher concluded that the genre- based approach (GBA) in learning English is very useful because it can improve students' reading skills and motivation.